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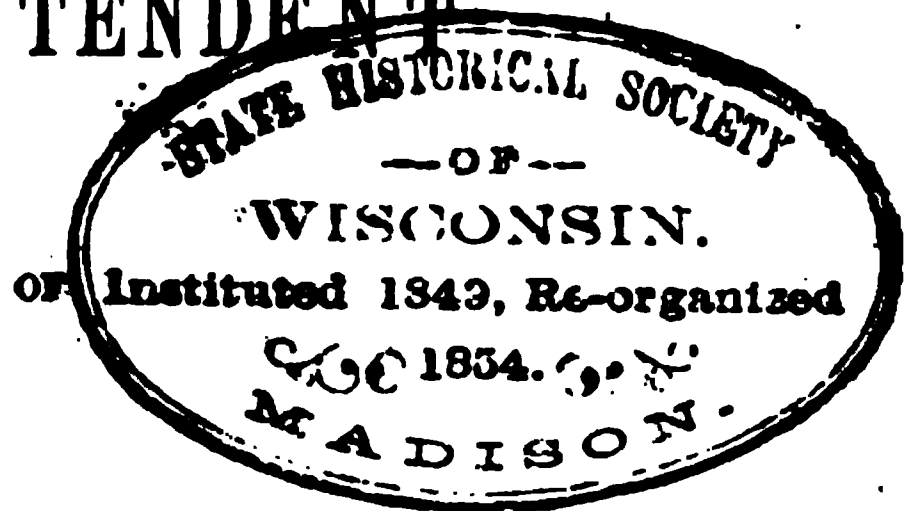


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SECOND BIENNIAL REPORT

OF THE

SUPERINTENDENT



PUBLIC INSTRUCTION

OF THE

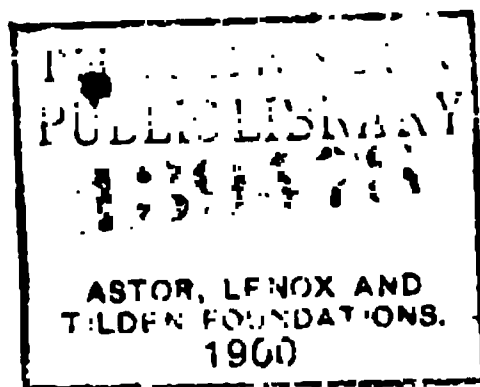
STATE OF ILLINOIS,

FOR THE YEARS 1857-58.

SPRINGFIELD:

BAILHACHE & BAKER, PRINTERS.

1859.



LETTER.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ills., Dec. 15, 1858.

To His Excellency, WM. H. BISSELL,
Governor of Illinois:

SIR—In pursuance of law, I have the honor to transmit, herewith, the second biennial report of the Superintendent of Public Instruction; being for the school years 1857 and 1858, together with the abstracts and documents accompanying the same.

I am, very respectfully,

Your obedient servant,

WILLIAM H. POWELL,
Superintendent of Public Instruction.

REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, December 15, 1858.

To His Excellency, Wm. H. Bissell:

SIR—In pursuance of the seventh section of the “Act to establish and maintain a system of Free Schools,” adopted February 16, 1858, I have the honor to submit the following report of the condition of the Normal and Common Schools of Illinois, for the years 1857–8.

A general statement of the various amounts expended in the State during the past two years for school purposes, embraces the following items, to-wit:

	1857.	1858.	Total
Amount of the two mill tax apportioned among the counties by the Auditor....	\$660,000 00	\$743,000 00	\$1,403,000 00
Amount of interest upon the School, College and Seminary Funds apportioned to the counties by the Auditor.....	59,811 38	*50,871 25	110,682 63
†Amount raised by <i>ad valorem</i> tax in the school districts for extending the terms of schools after the public money was exhausted, as reported by the School Commissioners	412,391 00	563,460 00	975,851 00

* This is less, \$9,754 74, the amount paid the State Board of Education for the support of the State Normal University.

† Ninety-eight counties only are included in the general aggregates here given. The returns from the counties of Calhoun and Cumberland had not been received at the date of putting this report to press.

	1857.	1858.	Total.
Amount expended for School Furniture, as reported by the School Commissioners.	21,389 00	31,810 00	53,199 00
Amount expended for building, repairing and renting School Houses, as reported by the School Commissioners.....	741,495 00	819,859 00	1,561,354 00
Cost of School District Libraries purchased	\$8,100 00	45,900 00	54,000 00
Amount expended for School Apparatus, as reported by the School Commissioners...	2,596 00	4,733 00	7,329 00
Amount expended for Lecturers and Instructors of Teachers' Institutes.....	561 00	910 00	1,471 00
Amount expended for School House Lots, as reported by the School Commissioners...	34,169 00	38,627 00	72,796 00
Amount of interest on the County Funds, expended for Teachers' wages, as reported by the School Commissioners.....	8,568 00	9,153 00	17,721 00
Amount expended as compensation to township officers, as reported by the School Commissioners.....	30,166 00	33,143 00	63,309 00
Estimated amount paid School Commissioners, being 3 per cent. upon the sale of all school land sold—2 per cent. upon all money loaned—2 per cent. for distributing the two mill tax, and one dollar each for granting Teachers' certificates.....	35,000 00	35,000 00	70,000 00
Amount of interest upon the Township Funds expended for Teachers' wages, and otherwise, as reported by the School Commissioners.....	248,874 00	308,614 00	557,488 00
Amount of interest on the College and Seminary Funds paid the State Board of Education, for the support of the "Normal University" for the year 1858.....	.....	9,754 74	9,754 74
Amount of fines paid School Commissioners and expended for School purposes....	6,896 00	10,217 00	17,113 00
* Total amount expended in the State for all School purposes.....	2,270,010 88	2,705,051 99	4,975,062 37

It has been found quite impossible to procure full returns for the school year 1857. The constant change of school officers, and the long lapse of time intervening between the close of the first school year and the time required by law to make returns to this department, render

* In the aggregates here given, no estimate has been made of the amount collected by rate bill for extending the terms of Schools after the public money was exhausted. It will be entirely safe to estimate the amount thus expended at \$25,000; which would swell the total expenditures for the Public Schools to \$5,000,000.

the task of collecting statistics for the former of the two years required by law to be reported separately to the legislature, an exceedingly difficult one.

The reasons above assigned account in a degree for the wide disparity between the expenditures of the two school years herein reported.

There has, however, been a greatly increased actual expenditure for the year 1858 over that of 1857, notwithstanding the stringency of the times. The number of the schools kept has increased from eight thousand three hundred and eighty-six to ten thousand two hundred and thirty-eight. The average time kept for 1857 is six and three-fourths months; that for 1858 is six and five-sixths months. It cannot, therefore, be doubted, that if the returns for 1857 had been equally as full as those of 1858, the increase of actual results during the latter year would still clearly demonstrate an advancement in all the educational interests of the State, unexampled in the history of the country.

There are two leading causes which have operated most disastrously upon the interests of the schools during the school year 1858; and in the absence of which, it cannot be doubted, that the general aggregates here given would have demonstrated an actual increase of at least fifteen per cent. above those now exhibited. Those causes were the financial revulsion of 1857, which seriously retarded the progress of the winter schools; and the wet spring of 1858, which prevented many of the districts from opening schools at all, and reduced the attendance upon those which were kept up, in many cases, nearly one-half. It may be safely estimated that the average time for 1858 would have considerably exceeded seven months, but for the reasons above assigned.

SCHOOL FUND.

The School Fund embraces the following items :

School Fund proper, being three per cent. upon the net proceeds of the sales of the public lands in the State, one-sixth part excepted.....	\$555,143 17
Surplus revenue.....	335,592 32
College Fund, being one-sixth of the three per cent. fund.....	111,012 54
Seminary Fund, being the proceeds of the sales of the Seminary lands.....	50,838 72

Township Funds, in ninety-eight counties, as reported by the School Commissioners.....	3,335,680 00
County Funds, in ninety-eight counties, as reported by the School Commissioners.....	218,653 00
The total School Fund of the State at this time is.....	<u>\$4,615,919 75</u>

GENERAL STATISTICS.

The following tables exhibit a general summary of interesting statistics collected from the tables to be found in the appendix to this report :

	1857.	1858.
Whole number of public schools.....	8,366	10,238
The average number of months the schools have been kept in the State.....	6½	6½
Whole number of schools taught exclusively by male teachers.....	4,225	5,152
Whole number of schools taught exclusively by female teachers.....	2,737	3,174
Number of schools taught by male and female at the same time.....	849	1,229
Number of schools taught by male and female at different times	3,967	5,002
Whole number of scholars in attendance at the schools.....	365,407	440,339
Whole number of male scholars in attendance at the schools.....	189,551	243,859
Whole number of female scholars in attendance at the schools.....	151,629	213,254
Whole number of white persons in the State under 21 years of age.....	545,833	809,879
Whole number of white persons in the State between the ages of 5 and 21.....	285,025	470,540
Whole number of colored persons in the State under 21 years of age.....	1,792	2,801
Whole number of colored persons in the State between the ages of 5 and 21.....	1,242	1,714
Whole number of male teachers.....	6,331	7,503
Whole number of female teachers.....	4,886	5,878

The highest monthly compensation paid to male teachers.....	\$150 00	\$200 00
The highest monthly compensation paid to female teachers.....	54 00	60 00
The lowest monthly compensation paid to male teachers.....	9 00	10 00
The lowest monthly compensation paid to female teachers.....	3 00	5 00
The average monthly compensation paid to male teachers.....	29 15	29 66
The average monthly compensation paid to female teachers	19 68	19 48
Number of school district libraries purchased.....	150	850
Whole number of school districts in ninety-eight counties, as reported by the School Commissioners	6,709	8,154
*Whole number of districts in ninety-eight counties in which schools have been kept six months, as reported by School Commissioners.....	5,489	6,460
†Number of districts in which no schools have been kept, as reported by the School Commissioners...	337	419
Number of school houses in ninety-eight counties, as reported by the School Commissioners.....	5,496	6,647
Number of new school houses erected during the last two years in ninety-eight counties, as reported by the School Commissioners.....	1,134	1,267
Number of Teachers' Institutes held in the State during the last two years.....	30	52
Amount paid to Lecturers and Instructors of Teachers' Institutes.....	\$561 00	\$910 00

* In 1857 there were 1,220 districts which failed to keep school six months. In 1858 there were 1,654 which did not have six months school. There were 1,445 new districts formed during that year, however, which could not have maintained a six months school; and which being deducted would leave only 209 districts in the state, which have failed to comply with the law in reference to six months school. I have no means of knowing how many new districts were formed during the school year 1856, and cannot, therefore, speak with any certainty as to the actual number which failed to comply with the law in 1857. It is probably somewhat larger than the number in 1858.

† This number undoubtedly falls considerably below the actual number of districts in which no schools have been taught. By an accidental omission of the word "no," in the county blanks forwarded the School Commissioners, many of those officers were either unable to ascertain the real meaning of the interrogatory, or concluded it had already been answered in another portion of the blank, and so either failed to fill up the blank, or filled it up with the number of districts in which schools had been taught.

Amount paid by county appropriations to Lecturers and Instructors of Teachers' Institutes.....	497 00	522 00	
Number of Private Schools in ninety-eight counties, as reported by the School Commissioners.....	349	530	
Number of pupils attending Private Schools, as reported by the School Commissioners.....	13,325	18,751	
Whole number of Graded Schools in ninety-eight counties, as reported by the School Commissioners	181	302	
Number of scholars who have attended the State Normal University.....	....	127	
Number of Colleges in the State.....	16	21	
Number of Academies and Seminaries.....	50	58	
	1857.	1858.	Total.
Whole amount paid for Teachers' wages in ninety-eight counties, as reported by the School Commissioners.....	\$1,003,006	\$1,380,682	\$2,383,688
Whole amount paid for building new school houses in ninety-eight counties, as reported by the School Commissioners	576,836	748,111	1,324,947

LOCAL REPORTS.

The reports from the counties of Calhoun and Cumberland did not come to hand till this portion of the report of this department was put to press. The reports from those counties will be found in the appendix to this report. The county and township blanks for the use of the local officers in making the returns to this department, required by law, were issued by the undersigned nearly a year since, and forwarded to the School Commissioners of the respective counties. In a circular accompanying those blanks, the local officers were urgently requested to make as complete and reliable returns as possible; and to forward the same to this office by the 15th of November at the latest. I am happy to say that I have good reason to believe that a majority of the Commissioners put forth every effort to perfect their reports, and to forward them by the time required. In other cases, I regret to say, that the reports themselves bear on their faces the most undoubted evidence of the neglect and want of effort and interest on the part of the local school officers. In one case, and that in a county where the Commissioner is a gentleman

who has occupied one of the highest educational and official positions in the state, no report for 1857 was made at all; and no details for 1858 were given; but the general aggregates put down at so much—"about!" Certainly no such thing as accuracy in school reports can be arrived at, while the people are satisfied with such commissioners.

The returns throughout for the school year 1857 are not so full as those for 1858; while a few of the Commissioners have failed to report at all for 1857. The aggregates for the last year, herein reported, are thus swelled beyond their due proportion, as compared with those for 1857; but still, it is believed, are much below the actual facts. The number of school districts for 1858 is returned at 8,154. A careful examination of the returns made to this department, and comparison of the various items therein contained, have convinced the undersigned that the State is divided into at least 10,000 school districts.

Again, the number of school houses is put down at 6,647 in ninety-eight counties; whereas the actual number will undoubtedly reach from 7,500 to 8,000.

The number of new school houses which have been built during the last two years is returned at 2,401. In many of the Commissioners' returns, under the head of "cost of new school houses," various sums are put down, while no school houses are returned, as having been built. The inference is that school houses have been constructed in the townships, and their cost returned to the Commissioners by the Township Treasurers, while the number constructed was not returned. It is thought to be entirely safe to place the number of new school houses constructed in the State during the last two years at 3,000.

The returns indicate a much larger number of Private Schools in the State during the year 1858 than there were in 1857. The actual facts would undoubtedly place the number in 1858 at less than one-half that of 1857. The excess is wholly attributable to the meagre returns made for 1857.

The general results here given, though imperfect in many important and desirable particulars, are thought, except in the instances above noted, to be as approximately correct as can well be arrived at under the present imperfect plan of supervision. The Township Treasurers have not the data in their possession, in many instances, to furnish all the information required, and no means under the present law of procuring it. If the board of school directors of each district were required by law to furnish all necessary information to the Treasurers of their respective townships, the reports of the latter could be made much more full and far more correct. As it is, many of them are put to serious incon-

venience in making out their returns to the Commissioners; and are compelled to leave many blanks unfilled, because of their inability to procure the necessary facts.

SCHOOL LAW.

The present school law needs amendment in several particulars, in order that its provisions may be more readily understood and work more harmoniously. As it now is, it conflicts in several parts, while other portions are so obscured by useless verbiage, and language wholly unintelligible to the ordinary reader, that no little difficulty has been experienced by the local school officers throughout the State, in comprehending the true meaning of the law, and ascertaining their several duties enjoined thereby. To such an extent have these objections been felt, and so constant and universal have been the complaints to this department of the obscurity and incongruities of the present law, that it was determined at one time to recommend its total repeal, and the passage of a new bill. Further reflection, however, and a more extended acquaintance with the workings of the present free school system, have convinced the undersigned that the time has not yet arrived for the passage of a new law. The people, under the spur of high taxation for school purposes, have gone to work in good faith to carry out the provisions of the present system; and though they have had great difficulty in understanding what their duty in all cases was, they have generally gone forward and performed it to the best of their ability, with the light they had. The schools are thus prospering in spite of the law. The school officers are becoming acquainted with their duties—the principle upon which the law is based is becoming fixed in the hearts of the people—and, on the whole, it is thought to be the wisest policy to leave the principal provisions of the law as they are, until experience has demonstrated more fully the outlines of a system which will meet the approbation of the people, and better subserve the purposes of its establishment, than the present system ever has done or can do. It may be taken for granted that when such a system is adopted, it will be based either upon the independent district organization, or upon the township system, and not upon a combination of both, as is the present law.

The *thirty-five thousand* officers required to operate the present law, the large majority of whom are wholly unacquainted with its details, added to the inevitable differences of opinion between such officers, which naturally grow out of a joint jurisdiction, preclude the possibili-

ty of that systematic and harmonious action necessary to build up and perfect a Common School System worthy the great State of Illinois. No State has ever succeeded in perfecting a Free School System with such a mongrel plan as the one under which we are now working in this State. The defects of the present law, are *radical* defects, and wholly incapable of being effectually remedied by any alterations or amendments. The only adequate remedy is to repeal the law, and enact an entirely new one, based upon a simpler organization, with less than half the number of officers to operate it, with a vigilant State and County supervision, which should insure the faithful execution of all its provisions, and ultimately the realization of all the purposes and ends of its enactment. Until such a system is adopted, the highest success, in the opinion of the undersigned, need not be looked for. But for reasons above assigned, the repeal of the present law, and the adoption of a new one is not thought to be advisable at this time, and hence the discussion of the leading features of such a system will not be entered upon here. With the adoption of the plan of supervision recommended in another portion of this report, the efficiency and usefulness of the present law can undoubtedly be greatly enhanced, and the results, in the State, more than doubled at the expiration of a three years' trial.

There are, however, several verbal amendments to the present law, necessary to be made, to which the attention of the committees on education will be called at the proper time. It is not thought necessary to designate them here.

CONTINGENT EXPENSES.

For some inexplicable reason, the last Legislature appropriated but \$250 per annum for defraying the contingent expenses of this department. The Auditor's report for 1856 shows my predecessor to have expended \$1,050 87 during the two years embraced in that report. In addition to this, the Legislature voted \$1,000 to defray traveling expenses, &c., during that period: making the sum of \$2,050 87 against \$500 allowed the undersigned for the last two years. It is needless to say that the expenses of this department have necessarily exceeded the amount allowed by the Legislature. It would be nothing strange if they had considerably exceeded the sum expended by my predecessor. The business of the office has doubled at least during the past two years. The item of postage alone upon letters, circulars, blanks, school laws, &c., &c., is not unfrequently as high as \$5 per day. Again, \$500 were

voted to pay the postage on 50,000 copies of the school law ; which, at three cents each, (the postage to which they are subject,) amounted to \$1,500.

No appropriation was made for clerk hire by the Legislature; but I have found it wholly impossible at times to conduct the business of the office alone, and have been compelled, either to let a portion of the same go undone, or employ help at my own expense. I have chosen the latter alternative, trusting to the Legislature's sense of justice to refund the amount expended for incidental expenses and clerk hire.

It is hoped that the Legislature will make a more liberal appropriation to defray the necessary expenses of this department hereafter.

It is submitted whether the business of this office is not quite as essential to the welfare of the State as that transacted by either of the other State departments; and if so, why just as ample appropriations should not be made for its support as is made for the support of the others? It is the universal custom in the other States to defray the traveling expenses of their Superintendent of Public Instruction, and also those of his Deputies, when engaged in educational labors. Is Illinois less able or less disposed to do the same thing?

It is recommended that in addition to the appropriation necessary to command the services of a Deputy, an allowance be made to this department, sufficient to defray all necessary incidental and traveling expenses.

PRIVATE SCHOOLS.

In the preparation of blanks for the use of the local school officers in making their returns to this department, appropriate columns were designated for returning the number of Private Schools in the State, and also the number of children attending such schools. Beyond this no attempt has been made to collect statistics respecting the condition of the Private Schools in the State. From the returns made, it appears that there were five hundred and thirty such schools in existence during the last year, and that the attendance upon the same amounted to eighteen thousand seven hundred and fifty-one.

A large decrease in the number of such schools may be confidently looked for during the next two years. In many localities in the State, the inhabitants have not yet fully organized under the free school law, and so continue the existence of the private schools; in others again, the

Private Schools still somewhat tenaciously dispute the ground with the Public Schools, and having become not a little endeared to the hearts of the people for the good they have accomplished in times past, it takes the Public Schools longer to attain that complete supremacy in the minds and affections of the people which they are ultimately destined to acquire.

COMMERCIAL COLLEGES.

Desirous of furnishing as complete an exhibit of all the educational agencies of the State as possible in this report, I addressed letters to the Presidents of all the Commercial Colleges in the State, of which I had any knowledge, inviting them to furnish statements of the history, condition and prospects of their respective institutions for publication in the appendix to this report.

Three of them, I am happy to say, complied with that request, and furnished the statements to be found in the appendix.

COLLEGES, ACADEMIES AND FEMALE SEMINARIES.

Frequent letters have been addressed to this department from distant States, making inquiries as to the number, character and condition of the Colleges, Academies and Female Seminaries of this State; and though the undersigned had no authority to require reports from the higher institutions of learning, he, nevertheless, addressed a circular to the Presidents and Principals of such institutions, propounding certain inquiries, to which he requested answers, and invited them to make such "additional statements in regard to the history, purposes and prospects" of their institutions, as might be deemed proper.

Nearly all the Colleges in the State, and several of the Academies and Female Seminaries have responded to the invitation; and I am thus enabled to present (see appendix,) an interesting exhibit of the history and condition of those institutions.

It is deeply to be regretted that local pride, difference in religious belief, or whatever other causes have brought it about, should have resulted in the establishment of so great a number of Colleges in the State. In a field where not more than three or four can maintain a respectable standing, there are not less than twenty or twenty-five struggling for a feeble existence. The future fate of at least half of these institutions is easily foretold. Dependent, as many of them are,

upon their immediate localities for support, they will ultimately dwindle down till they scarcely maintain the standing of respectable Academies; and in the end, no doubt, some of them will die out entirely. The wants of the people as respects these higher institutions will thus be regulated ultimately by natural causes; but not until vast sums of money have been unwisely expended in the attempt to build up Colleges in all the leading cities in the State; and which, if properly applied to the support of only so many as are actually required, would have placed those institutions upon an enduring and successful basis.

The returns from a limited number of the Academies and Female Seminaries of the State, will be found under the appropriate head in the appendix to this report. It is highly gratifying to be able to state that, while a considerable number of these institutions are still in operation in various portions of the State, two-thirds of those in existence two years since have given place to the Public Schools, or been themselves transformed into Union Graded Schools, under the law. In no particular has the vitality and adaptation of the principle of Free Schools, to the wants of the people of a republican State like this, been more clearly manifested, than in the summary manner in which the Public Schools of this State have taken possession of the ground heretofore occupied by the Private Schools, both high and low. Scarcely two years have elapsed since the Free School System went into operation in this State, and in that brief period it has nearly swept the entire field of the thousands of Private Schools which then existed. Truly those who still cling so tenaciously to the old feudal and anti-American system of educating the rich alone, will soon have to abandon their ground; for that only just principle of making "the property of the State educate the children of the State," has nearly taken entire possession of the public mind.

It may be mentioned in this connection that the Presidents and Principals of many of these institutions are among the most zealous friends of the Public Schools in the State. A large number of them invariably attend the State Teachers' Association, and assist in all possible ways in advancing the interests of that body. Nor is this a matter of surprise. The College and the Common School will hereafter go hand in hand in accomplishing the great work for which they were mutually established. The youth of the State, as a body, will henceforth receive their preparatory instruction for entering College in the Public High Schools, instead of at the Academy or Seminary. The Public Schools will thus be the recruiting ground for the Colleges, which will render them objects of interest to those connected with the latter on selfish grounds alone. But

aside from this, it is gratifying to know that a large majority of those connected with the higher institutions of the State manifest a deep interest in the success of the Public Schools, from their high sense of the mission they are fulfilling, and the glorious results they are destined to achieve for the people—the coming people of the State. It is not too much to say, that no class of persons have a more just estimation of the untold blessings such a system of Public Schools is destined to confer upon the whole people of the State, than have the teachers in these higher institutions. They know that, while they are engaged in the more elaborate finish of the higher structures of society, it is equally necessary that its foundation should be placed upon a broad and enduring basis; that the true theory of a system of education for a republican government is the enlightenment of the whole people. They know that whatever may be the difference of opinion respecting the extent to which universal education shall be carried in a government like ours, the primary conditions of citizenship alone require that all should be well grounded in the rudiments of knowledge at least.

In several of the States such institutions receive pecuniary aid from the public funds. No such aid is rendered in this State.

TEXT BOOKS.

The question of Text Books is the most vexatious and troublesome one with which the Superintendent of Schools in this country has to deal. The constantly increasing demand for school books, the enormous quantities annually consumed, the large amount of capital invested in the trade, and the real or supposed influence of every school officer, high or low, in determining what books shall be used in the circle of his influence, all conspire to render the publishers of the various series contending for the popular favor, active and energetic in securing the good will of school officers, and in introducing their various works. A uniformity of Text Books is undoubtedly a very desirable thing, but the question has long been settled in this country that no such end was attainable except upon some such plan as that adopted in Upper Canada, where the Chief Superintendent prescribes what books shall be used, and then makes the receipt of the public money dependent upon the use of those books. If the Superintendent of Public Instruction, or the Board of Education of this State, were delegated to select a series of Text Books, which should be used for a given number of years, and then power given to withhold the public money from all such districts as did not adopt those

books, uniformity could be speedily obtained; and, in the opinion of the undersigned, it never can be in any other way. The result of the efforts of all the States in the Union which have attempted to bring about a uniformity of Text Books, and the experience of my predecessor, are pointed to as confirmatory of this opinion. The Legislature, at its last session, relieved me of the responsibility of recommending a series of Text Books, by repealing the law requiring the Superintendent to perform that duty. The subject was thus happily placed without the jurisdiction of this department.

Something may be done upon a smaller scale by the Teachers, at their County Institutes, agreeing upon a uniform series of Text Books, to be used in their respective counties; but little reliance can be placed upon the stability of such a plan, while the interest of book publishers is so great in securing the introduction of new and rival series, and the opinions of the best informed Teachers so entirely differ as to the respective merits of such books. Either those who select and recommend the books must have the power to enforce their adoption, or the case may be given up as hopeless.

TEACHERS' INSTITUTES.—STATE AGENT.

Teachers' Institutes are becoming one of the most important means of advancing the common school interests known to the country. They serve for the time being nearly all the purposes of a well conducted Normal School, and are equally beneficial to the teachers who attend them, and the interests of the cause of education in the locality in which they are held. Thirty-eight different Institutes have been conducted in various counties of the State during the last year, and their influence for good upon the common school interest of the localities of the State in which they existed can hardly be over estimated. (For a partial exhibit of the history of the Institutes held in the State during the past year, see appendix hereunto annexed and forming a part of this report.)

In many of the counties where Institutes have been held, they have been regularly attended during the entire session by a majority of the teachers of the county, all of whom have manifested their deep interest in the proceedings, and their high appreciation of the advantages thus enjoyed. Several of the counties in which Institutes have been held *have appropriated various sums towards defraying the expenses of Lec-*

turers and Instructors, and in the residue, such expenses have been freely incurred by the teachers themselves. The people, wherever they have been held, have invariably manifested the highest interest, as well in the daily exercises and drills, as in the evening lectures, which are always largely attended. The undersigned, whenever the duties of this office would admit of his delivering a single lecture, has always been greeted with an overflowing house.

The benefits derived from Teachers' Institutes, in creating and sustaining an interest in the cause of education in the public mind, in inducing school directors to employ competent teachers, to erect and furnish good houses, to keep the schools open the entire scholastic year, to send all the children to school steadily during their continuance, and in numberless other ways, are scarcely second to those derived by the teachers themselves. In no way can the public mind be so readily approached, and so deeply interested. Hundreds are thus induced to visit the school house and become interested in schools, who otherwise would never touch foot within its doors. The old, once transported to the battle fields of their youth, become anxious witnesses, if not again eager participants in the strifes still going on there, and so thoroughly interested, will lend the whole weight of their influence on the side of schools. The school house becomes at once the centre of the highest attraction, both to the old and the young. Indeed, only those acquainted with the workings of Teachers' Institutes can have any adequate knowledge of the influence exerted by them, in building up and sustaining a healthy and active public sentiment in favor of education.

The benefits derived by the teacher, from Institutes, are therefore twofold. First—they are of incalculable service to him in arousing and keeping up an active public opinion in favor of his calling; and secondly—they afford him the means of that constant improvement which is indispensable to the highest success in any profession or occupation. The educational methods of the country are constantly improving, higher qualifications are demanded of those who attempt to teach, and however great the attainments of the best teacher may be when he enters upon the duties of his profession, he must still be a constant student, he must have ready access to all the means by which the teachers of this age are so rapidly elevating their standard of professional excellence, and rendering the name of teacher the highest and the most honored in the land. He must constantly progress in all that pertains to his calling, or he will inevitably retrograde. In no way can the improved methods of imparting instruction in the school room be so readily and economically obtained as at the Institute. It is there that

any new modes of illustration, any new facts or truths bearing upon the subject discussed, and known to a single one of the hundred or two teachers in attendance, is imparted to all and rendered available to all. The superior knowledge of any single teacher in any branch, is thus rendered the common stock of all, and thus those who come to the Institute the weakest of the weak may go away as strong as the strongest.

But not alone in the advantages thus enjoyed is the Institute of the highest moment to the successful teacher. It is to him what the yearly pilgrimage to Mecca was to the ancient Arab—the source whence he renews the spirit and the life of his existence. Who that has felt the enervating effects of the constant toil of the school room—the wear and tear of both body and spirit, consequent upon a faithful discharge of all its duties—but has longed for some revivifying fount to which he might repair and renew his exhausted energies, and rekindle the light of that life so slowly, but alas! so surely going out within him? The mind of the teacher must be fed, or it cannot feed others. The teacher's profession, more than that of any other, is the source of one unfailing drain upon all the powers of the body and mind; and unless those powers are constantly renewed they will either die out for want of the necessary sustenance, or the teacher will altogether fail to meet the high conditions of his calling. In any light, indeed, in which the subject can be viewed—whether we consider the influence they exert upon the public mind, the advantages which accrue to the teacher in the improved methods of instruction there obtained, the renewed life and vigor imparted to his wasted energies, or the numberless other benefits which are derived directly and indirectly from them—Teachers' Institutes may be said to be almost indispensable to the highest success of a common school system.

Many of the States, besides supporting one or more Normal Schools, yearly appropriate considerable sums towards defraying the expenses of Teachers' Institutes. Massachusetts, that noble pioneer in all the common school movements of this country, besides supporting four Normal Schools, contributes yearly three thousand dollars towards the Teachers' Institutes in the State. Is it any wonder that her common schools stand unequalled by any upon this continent, or excelled by any in the world?

So deeply did the teachers of this State appreciate this need of Institutes, that at the last meeting of their State Association they appointed one of the most efficient and zealous of their number, State Agent; and *voluntarily contributed*, of their own scanty means, the sum necessa-

ry to his support. That Agent has been most indefatigable and successful in his labors. Constantly on the wing, he has been the messenger of glad tidings to all parts of the State, and by traveling nights and laboring days, he has visited fifty-six counties, assisted in holding nineteen Institutes, and delivered no less than one hundred and fifty-three lectures. Who can doubt that his labors will be of untold advantage to the educational interests of the State?

But the teachers of the State, disinterested and public spirited as they have always shown themselves to be, should not any longer be compelled to support such an agency. The State should assume the responsibility, and by the appointment of a Deputy Superintendent, as recommended in another place, enable this department to extend its sphere of labor so as to embrace the delivering of public lectures, and the holding of Teachers' Institutes. This course is recommended, instead of any direct appropriations for the support of Teachers' Institutes, or a State Agent, because it will subserve the two-fold purpose of a State Agent and at the same time render valuable and indispensable service to this department. It is believed that in no other way can so many ends be so economically reached.

REFORM SCHOOLS.

A highly interesting history of the founding, progress and results of the Chicago Reform School, from the pen of the accomplished Superintendent, Rev. D. B. Nichols, may be found in the appendix to this report. It was communicated to this department in compliance with the request of the undersigned; and will be found of general interest, as embodying the results of the first attempt in this State to found an institution for the reclamation of Juvenile Delinquents.

The education of this unfortunate class of youth is very justly attracting a large amount of attention in all parts of the country. Several of the States make liberal appropriations for the support of such institutions; while the hands of a generous private philanthropy has endowed many of them with greatly increased facilities for extending their sphere of usefulness and good.

The question of how the community is to successfully defend itself against the increasing torrent of vice and crime, which is swelling onward in this army of Juvenile Vagrants, poisoning the sources of society, and sapping the foundations of our free institutions, is one

which may well arrest the earnest attention of both the philanthropist and statesman. Experience has everywhere demonstrated that "an ounce of preventive is worth a pound of cure." Prisons, bolts and bars, have proved a wholly inadequate corrective of crime. An incarceration in a dungeon may stay the boy, for the time being, in his progress in wrong; but it can never eradicate his criminal propensities, or cause him to change his course in life. Released from prison, he leaps with ten-fold energy into the fearful abyss of vice and crime, and his course is only arrested when the prison door again closes upon him, or death has put an end to his wretched career.

Some *reformatory* agency for the reclamation of this unfortunate class of youth must be resorted to; or the case may be given up as hopeless. It is not enough that they are apprehended and punished. The causes which lead them to err must be removed, or they removed beyond those causes. Many of them are either the children of vicious and wicked parents, or orphans; left destitute of the means of subsistence, and being surrounded with temptations they are unable to withstand, they are easily led the downward path to ruin.

The treatment of this class of youth in the Chicago Reform School is, in many essential respects, entirely different from that practiced in similar institutions in the other States, and marks a new era in this most important of educational and reformatory agencies. The report of Mr. Nichols is commended to the attention of the Legislature.

SCHOOL APPARATUS.

Very little has thus far been done towards the general introduction of School Apparatus into the public schools of this State. Some of the Union Graded Schools have been supplied with it, and a few of the other public schools, have purchased more or less; but as a whole very little has thus far been done in this important direction.

It may be safely stated that there is but one opinion among all enlightened teachers and educationists respecting the importance of the means of visible illustration in communicating a lasting knowledge of the branches taught in school. The eye is a far surer medium of conveying ideas than the ear. The mind often acquires, by a single glance of the eye, more than it could obtain in months by hard study. The impressions gained through the eye, too, are far more vivid and distinct, and are much more likely to be lasting than those acquired through the

ear. A single glance at the relative positions of Europe and America upon a globe, is worth more to the student in Geography, than a week's hard study with all the verbal explanations the best teacher can give. The illustration by the means of a Tellurian, of the relative positions of the sun, moon and the earth—the change of seasons, succession of day and night, the sun's declination, the procession of the equinoxes, the difference of a Solar and Siderial year, &c., &c.; is far more useful and satisfactory to the student than any knowledge of the subject he could possibly acquire by the hardest study.

So, again, in the hands of a teacher, who knows how to use them, the *geometrical solids*, are of incalculable benefit in conveying a correct knowledge of cones, prisms, spheroids, cubes, &c. Indeed, the importance of visible illustration, by means of outline maps and school apparatus generally, can hardly be over estimated.

An agency for the sale of all kinds of school apparatus, outline maps, school furniture, &c., &c., has recently been established in Chicago; and I am happy to be able to state that the school directors of the State are beginning to supply their various schools with these highly important appendages. It is to be hoped that they will not stop until every school house in the State has not only the most approved style of furniture, but apparatus, outline maps, and all those appurtenances and conveniences which distinguish the model latter day school house.

In the appendix to this report will be found plates and descriptions of various articles of school apparatus, which were furnished the undersigned by Mr. George Sherwood, of Chicago, the agent of Holbrook's School Apparatus Company.

SCHOOL ARCHITECTURE.

During the two years embraced in this report, two thousand four hundred and one school houses have been erected in the State. Many of these houses take the place of the old, unsightly, inhospitable log pens, which once "*squatted*" about in the obscure corners of the highways; while others have been built in newly organized districts, and are therefore the "first settlers" in the great work, to which they contribute so important a part. And while it may be safely estimated that these new structures, as a whole, are an improvement of at least one hundred per cent. upon those which were in the State five years ago; yet it must be confessed, that a large majority of them still lack many of the essential

characteristics which visibly distinguish the school houses of the present day, from those which had an existence in the most favored portions of the country a quarter of a century since. While many of them are neat and attractive structures in their exteriors, they lack inwardly all those latter day conveniences and improvements which characterize the model district school house. Instead of having the modern hard wood seats and benches, now so extensively used in all the well furnished houses, they are seated with the old, inconvenient and uncomely pine bench of the last century, or the still older slab, of such harrowing memories. The entrance to the house, in many cases, opens directly into the main and only room, instead of into a hall or reception room; while the house is destitute of black boards, recitation seats, and all the modern appurtenances and conveniences which are indispensable to a well furnished school house. Again, many of them are built without any regard to either exterior or interior convenience or looks, and only serve for the time being to shield uneasy and discontented occupants from the burning sun of summer, or the cold and pitiless storms of winter?

Many of these structures have cost more than good, convenient and well arranged houses would have cost; and have only been built, as these are, because those who constructed them had no knowledge of how a school house ought to be built, and no means of acquiring that knowledge. If a single copy of Barnard's Architecture, abridged, could have been supplied each township in the State, making some two thousand copies in all, I have no hesitancy in saying that the houses built in the State during the last two years, would have been improved at least *one hundred per cent.* as regards both convenience and looks, and have cost the people no more than they have now cost. The expense of a thousand copies of that or some similar work, in an abridged form, would not have exceeded one thousand dollars.' It is probable that from fifteen hundred to two thousand school houses will be constructed in the State during the next two years. If the above estimate respecting their improvement in style and convenience be only approximately correct, is not the consideration of the distribution of some suitable treatise upon School Architecture a subject worthy attention?

If any one doubts the intimate relation between a good school house and a good school, let him enter one of those dilapidated and forlorn specimens of barbarity still to be found in the country, and contemplate its gloomy and forbidding aspects; let him note the open crevices between the logs, the rude slab seats, slimy walls, rough and filthy floor, if floor it has at all, and after he has carefully observed all these, let him turn

to the slovenly and unhappy inmates, and see how nearly their looks and actions correspond with the surroundings; how exactly their recitations match this outward condition of things.

Let him then visit one of the latter day school houses, with which the whole country is beginning to abound. As he approaches it, let him witness at a distance its neat and attractive appearance. Situated in some pleasant grove, or if on the open prairie, surrounded by young trees, which will soon serve all the purposes of a small grove, with its handsome and substantial fence, large and commodious play grounds, convenient and tidy out buildings and appurtenances; in its outward appearance having all the attractions of a pleasant and happy home. Having carefully surveyed its exterior, let him enter its inviting portal and witness its interior appearance, and the happy scenes there being enacted. Entering a neat hall he finds on either side a reception room for the pupils of each sex, in which are carefully deposited the outward garments that have been laid aside before entering the school. These are always in order, since each scholar has a regular place assigned them, which corresponds with the number of the seat such scholar occupies in the school room. Having entered the main room, the visitor finds the ceiling about twice the height of that in an ordinary dwelling; a large portion of the side walls are constructed into black boards, and the residue are hung with outline maps, and philosophical and chemical charts. A clock, stationed where all the school can see it, marks the exact time of day. The seats, mounted on iron supports, are of the most approved pattern, and combine in the fullest degree, comfort, taste and durability. The teachers' room adjoining contains a carefully selected library belonging to the district, to which all the inhabitants, as well as the scholars, have access; and such apparatus as is not being used. The heating apparatus and the means of ventilation are so arranged that an equable temperature is at all times diffused throughout the room; so that no pupil is at any time subjected to those extremes of heat and cold, which render an attendance upon the ordinary school, at once so disagreeable and so dangerous.

Having seen all these things, let him now turn to the happy faces of the teacher and his pupils, and see in their bright and intelligent looks, the reflection of the surrounding condition of things. Progress in study, accurate recitations, neatness, order and taste in their habits, courteous manners, refinement and true politeness distinguish the whole school.

The explanation of this wide contrast in the appearance and character of the two schools is by no means difficult. "Like school house,

like school," is a maxim as true as any mathematical problem. Said one, the most distinguished of modern educators; "show us a school house where you will, which by the combined action of time and ruthless hands has become a monument of dilapidation and ruin; presenting, in its dingy and repulsive aspect, the perfect image of desolation and cheerless poverty, and we will show you a school in perfect keeping with the tenement which it occupies."

In a large number of the cities and villages in the State elegant and substantial school buildings have been erected, which are both an ornament to the places in which they exist, and a lasting honor to the inhabitants who built them. The most of these buildings are constructed with special reference to grading the schools; with apartments for the primary, intermediate and higher classes. The taxes, for the construction of these buildings, have in many places been extremely high; but they have, nevertheless, been freely voted and freely paid. Wherever the necessary information respecting the most approved methods of constructing school houses has been possessed, there, in all cases, it is believed, such houses have been built. Those who have put up inferior and inconvenient houses, have only done so because they had no means of knowing how to do better. It is confidently believed that an appropriation of a sufficient sum for the distribution of some approved work upon the subject of School Architecture would be productive of the most beneficial results. Such plans as I have been able to obtain of school buildings, may be found in the appendix of this report. Without the necessary appropriation, I did not feel at liberty to go so fully into an exhibition of the most approved styles of School Architecture, as both the importance of the subject and the urgent necessities of the State in this respect would otherwise have warranted.

SUPERVISION.

Notwithstanding the very encouraging results of the last two years, and the general impetus given to the cause of education throughout all portions of the State during that period, it must be frankly confessed that, to the careful observer, those results are still vastly disproportionate to the enormous expense incurred. Five millions of money should have accomplished at least double what has been done in immediate results, and laid the foundation for constantly increasing efficiency and usefulness in the future. If this statement of the case be true, and it is thought that no one who has carefully watched the workings of the sys-

tem for the last two years can reasonably doubt it, it is a matter of the highest moment to inquire the reasons for this inefficiency, and discover, if possible, the remedy therefor. The opinion is expressed elsewhere that the defects in our present school system are radical defects; and that the only remedy is to repeal the present law and substitute an entirely new one. While, therefore, no one particular cause can be assigned for all the evils complained of, there is one defect in the present system more glaring than all others, and which if remedied would go far towards remedying all the others.

No system of Common Schools has ever succeeded in this country without constant, thorough and vigilant supervision; and just in proportion as they have received the watchful care and attention of duly authorized agents, have they been successful, and accomplished the high ends of their creation. That supervision has sometimes been in the form of visiting committees, appointed by the inhabitants of the district; sometimes Town Superintendents, elected by the people of a town, or the Trustees of Schools; and again by County Superintendents, elected by the people or the school officers of the county; but in all cases the supervision has been of the most thorough and active character. Whatever form it has taken in the various States, where common schools have flourished, it has always existed, and been one of the prime, moving causes of whatever success has been met with.

The able Superintendent of Pennsylvania, (Hon. H. C. Hickok,) who has developed and perfected the best system of School Supervision in any State in the Union, as truthfully as forcibly remarks in his last report, while discussing this subject: "As well expect to sustain the healthy operations of our complex system of State and municipal government, without county, as well as State and township officers, as to build up, invigorate and sustain the colossal fabric of the Common School System, without every link in the chain of executive and supervisory officers complete and properly adjusted. The history of the system, from its origin to the present time, supports and fortifies the theory."

Similar opinions from equally high sources might be adduced to almost any extent, showing the utter futility of attempting to operate a Free School System, without proper supervisory agents. As well might the long line of railroads, stretching their friendly arms over the length and breadth of the State, be kept in successful operation, without head Superintendents, with ample assistants, to attend to their general movements, and watchful agents stationed everywhere throughout their lines, to carry out the instructions given them, and oversee the local affairs of

the road, as a complicated Free School System operate itself. As the case now is, we have no such thing as School Supervision, in any just sense of that term. The Superintendent of Public Instruction is confined to his office at the seat of government, and burdened with more clerical duties than ought to be performed by any one man. Indeed, if the duties continue to increase during the next two years as they have during the last two, it will be wholly impossible for any one man to attend to the inside duties of the office alone. But the chief Superintendent should not be required to attend altogether, if at all, to such duties. He should have time to read, to think, to travel, to converse, to study the practical operation of the system throughout the State, and thus to prepare himself for the important functions of his high station. The interests committed to his care are the most stupendous and far-reaching in their results, of any that can possibly be committed to the trust of man. The undersigned has frequently gone to his office in the morning, after having devoted the entire day previous to letter writing, with the hope of spending a single hour in the investigation of some interesting educational topic, and found fifty, and not unfrequently as high as an hundred letters awaiting his attention, and all demanding immediate answers. Is it any wonder that he has sometimes felt that more was demanded of him than reason would justify, and that the State acted unwisely in thus enslaving her public servants?

This department should not only be the great and responsible head of the entire system, but it should be in constant and personal contact with all parts of that system. As it is now organized, it is impossible for it to be so. Letters from all parts of the State have poured in here without number, urgently inviting the undersigned to visit certain localities and address Teachers' Institutes, assist in the dedication of new school buildings, discuss the school law and explain to deeply interested parties its various provisions; and to perform almost numberless other duties, coming legitimately within the province of this department. It is needless to say that all such invitations, with an occasional exception, have had to be declined. It need not seem strange, then, if ill-will has sometimes sprung up towards this department, and its *lone occupant*, among those unacquainted with all the facts in the case. To remedy this evil, and to render the assistance indispensably necessary to a proper performance of the duties of this office, the legislature is recommended to allow my successor a deputy, with a sufficient salary to command the services of an experienced and able man. If little Massachusetts, with only fourteen counties, with a school system an hundred years old, where all her school affairs have become settled and thoroughly

understood by the people, needs the services of four of the best men in the State, at an annual expense of not less than \$6,500, besides traveling and incidental expenses; surely Illinois, with one hundred counties, with all her school affairs in a crude and formative state, can afford to employ at least two men, at the moderate salaries allowed in this State, to superintend her great school interests. She can surely afford to pay as much for administering the school affairs of the State, as her chief city pays her Superintendent of Public Schools, viz., \$2,500, which is the annual salary paid the Superintendent of the Public Schools in Chicago.

With the assistance thus afforded, this department could extend the sphere of its labors, and at once become what it is intended to be—the active head, in all respects, of all Common School movements of the State. Teachers' Institutes could be held, public addresses delivered, the law explained to local officers, the people encouraged, by personal appeal, to establish schools where there were none, and to sustain better ones where there were, and generally, with the adoption of the State and County Supervision herein recommended, the cause advanced more in three years than it can now be, under the present state of things, in ten; and all this too without any material increase in expense.

As auxiliary to this, and if possible a still more necessary link in the chain of supervisory effort, the law regulating the election and duties of School Commissioners should be materially modified. As the law now stands, it is unreasonable to expect the commissioners to perform the duties required of them, or that they should be of any essential service to the cause they represent. That “the laborer is worthy of his hire,” is a maxim as true in school matters as all others, and which no one will deny. Can it be reasonably expected that the commissioners will visit the schools and attend to all the multiform educational interests, which need attention in their respective counties, without compensation? They get two per cent. for receiving and paying out the public money, and that duty they faithfully perform. They receive one dollar for examining teachers and granting certificates, which they also execute as well as can be expected in a majority of cases. But beyond this, with a few commendable and highly praiseworthy exceptions, they do little.

It is therefore recommended that the office of School Commissioner be so far modified as to provide for the election, once in three years, of a County Superintendent of Common Schools, who shall be commissioned by the State Superintendent, and act directly under his control. To remove the office as far as possible from the control of politics, the County

Superintendent should be elected by the school officers of each county, and the question of qualification should be the only one at issue in his election.

The results of adopting the course herein recommended may be briefly stated as follows :

1. An active, thorough and vigilant visitation and examination of all the schools in the county.
2. Greatly increased interest by all the township school officers in their respective duties.
3. Organized, efficient and well-attended Teachers' Institutes and Associations in all the counties in the State.
4. More frequent visitation on the part of parents, and a livelier interest in the success of the system, and the education of their children.
5. Improvement in school houses, grounds and furniture.
6. A higher estimation of the profession of teaching, and a consequent increase in the influence and standing of teachers as members of society.
7. A large increase in the number of well qualified teachers, and a consequent diminution in number of those found to be incompetent and unworthy.
8. A general dissemination of the most approved methods of teaching, and a healthy emulation on the part of teachers and school officers throughout all parts of the State.

And what is vastly more important than all,

9. A general awakening and sustaining of a healthy public sentiment upon the subject of education, and an active co-operation on the part of parents and guardians in all matters pertaining to schools.

It is not expected that all the results stated above, and many more which might be enumerated as likely to accrue, would immediately follow the adoption of the plan here recommended, but it is believed that a majority could be effected by a fair trial, during the first three years; and that the ultimate tendency of such a plan of vigilant supervision would be towards the complete realization of more than all the benefits here contemplated. Aside, too, from the specific duties performed by such an officer, his great value consists in the auxiliary forces he brings to bear upon all the educational interests of the county. If competent, and well deserving the post, he is the leader of all the educational forces of the county; "around whom school officers and friends of education

can rally, and with whom they can unite in support of the system, and in the furtherance of its interests; and as the fruits of such united influence, teachers be improved and encouraged; the best men elevated to the office of school director, and their hands and influence greatly strengthened; parents aroused to a stronger sense of their duties and responsibilities; the community interested and prejudices removed; and in the end, the sustaining and powerful influence of an enlightened public opinion brought to the support of this public system of education, that shall make it impregnable."

It is undoubtedly true that no little difficulty would be experienced in finding the right man for the post in all cases; and that in some counties such a man would not always be selected at first; but time and a little experience would speedily remedy such temporary defects, and the functions of such an officer would soon become vital to the success of the whole system.

The duties of such an officer would be manifold and arduous. His first duty would be the examination of teachers, and granting of certificates. But as such an examination, however searching and satisfactory, can only determine the theoretical qualifications of teachers, their scholarship and supposed knowledge of the art of teaching; it is highly necessary that the examiner, before the certificate is granted for any given length of time, should visit the school, and satisfy himself, by personal inspection in the school room, of the skill and success of the teacher. He could then, after a fair trial, discharge the incompetent and unworthy, and assist the directors in procuring one who was in all respects competent and worthy. His next duty would be to organize Teachers' Institutes, and conduct the same; deliver public addresses, interpret the school law to all the local officers in the county, determine all cases of school difficulties which might occur, and which should then only be taken to the State Superintendent on appeal; act as the correspondent and responsible agent of this department; to which he should annually submit a minute and detailed statement of all his transactions during the year; the number, kind and class of schools in the county; the course and methods of instruction pursued, and the branches taught; the general state of public opinion upon the subject of education; the special means being used to advance the interests of the schools; the changes in his opinion necessary to be made in the school law to render it more efficient and more acceptable to the people of the county; and generally, to be the everywhere present and all efficient agent in building up to the utmost the great interests committed to his care.

The qualifications needed for a proper discharge of all the duties of such a post can hardly be over estimated. The occupant should be at once an acknowledged gentleman, a practical teacher and a ripe scholar. A ready public speaker and a good writer, he should have had experience in the school room and among men. And above all should he have a love for the undertaking, the energy to succeed, and the native ability and tact to seize hold of all the elements at his control, mould them at his will, and compel success, however reluctant, to crown his efforts.

A new power would thus be introduced into the system, which would at once give it vitality and life, its dormant energies would be quickened into activity, and the life blood flowing from a common centre, through the active agencies thus set at work, would permeate the farthest extremities, and cause the whole system to start forth, renewed and reinvigorated by the life-giving influences thus brought to bear upon it. As before remarked, some provision for a more thorough supervision of the educational interests of the State is considered of vital importance to the success of the present Free School System; and as embodying the views herein expressed, the undersigned has prepared a bill, making such modifications in the present plan as has been considered essential, which will be presented for the consideration of the Legislature. Either the Legislature should abolish the offices of Superintendent of Public Instruction and County Commissioner altogether, or they should provide for a more efficient administration of all the duties of those officers. It is either essential to have the great Free School System of the State efficiently and thoroughly administered, or it is not worth while to attempt to administer it at all. The one course or the other should be adopted. As it is, the schools are literally dragging themselves along, at an enormous expenditure of money, and all for the want of a more efficient and vigilant administration. Will not the Legislature give the subject that careful consideration which its merits demand?

SCHOOL DISTRICT LIBRARIES.

That a judiciously situated public library is an important, if not indispensable adjunct to a common school, I believe has never been disputed by any high educational authority in this country. It has been recognized and adopted as such in most, if not all of the older states where the common school has an existence, and has invariably been one of the first measures to follow the establishment of the Free School System in the new.

I have ever considered the introduction of a system of public libraries, which should be free to all the inhabitants, both young and old, as a great public measure of the first importance to the people of any State. Accordingly, on assuming the duties of this office, the first subject which engaged my attention, after the passage of the bill for the establishment of a State Normal School, was to adopt some plan whereby a system of public libraries could be successfully introduced throughout the state. The task, at first, seemed a much more difficult one than it has since proved to be, as the mode adopted was then entirely untried in this country. In all the states in the Union, where systems of public libraries had been established, the State had assumed the responsibility of their introduction, and borne the whole, or at least a portion of the expense. But with the firm determination on the part of the people, and their representatives, to liquidate the indebtedness of the State, before any considerable appropriations were made for any other object, however beneficial; and with the heavy burden of taxation already resting upon the people, it was not thought advisable to appeal to the legislature to do what the legislatures of all the other States, which have systems of public libraries, had done before it. A plan for their *voluntary* introduction, under the provisions of the law allowing school directors to purchase libraries and levy taxes to pay for the same, was, therefore, devised, and has thus far been most successfully carried out.

And so entirely satisfied am I of the entire practicability and success of the plan adopted, and of its desirableness and ultimate utility compared with that adopted by the States which have introduced libraries by State appropriations, that I should be slow to accept the aid of the state now, if she had an abundance of means at her disposal, and an appropriation for that purpose could be readily obtained. The fact is, that which is easily obtained is never highly prized. A library coming from the State is looked upon as a free gift, though it may have cost the inhabitants of a district as much as it would have done had the money been raised by district tax for the purpose of purchasing one. On the other hand, a library purchased directly by a district, and because it desired one, is almost as highly prized as one belonging to an individual; as each inhabitant then feels that he or she has a personal interest in it, and will, therefore, be much more likely to read it, and be profited by it. Again, in several of the States where libraries have been introduced by state appropriations, there has always been found a considerable party opposed to such an extension of the State's responsibility; and such opposition, breaking out through the public press, and otherwise, has always materially impaired the usefulness and success of the system.

I am aware that the universal practice of the whole country is opposed to this view of the subject, and that the adoption of a system of public libraries by the voluntary action of the people is thus far an untried experiment. Dr. Ryerson, (the very able and distinguished superintendent of the schools of Upper Canada,) who has bestowed more attention upon the subject than any other man in the country, in speaking of the different methods of introducing public libraries in the United States, uses the following language. "In all their systems of public school libraries, there is one principle which I think is essential, and which should invariably be adhered to—that is, the principle of granting public aid upon the condition of local exertion, and of making the bestowment of the former, instrumental in the development of the latter."

This has unquestionably been the theory of all the American States, which have attempted the introduction of public libraries. In some of them, however, "local exertion" has been entirely discarded in practice, and the state, by a general appropriation, has furnished the means for the introduction of such libraries. Such was the case in Ohio and Indiana. The legislatures of those states made annual appropriations for the purchase of books for public libraries; and vested the Superintendents of Public Instruction with power to purchase such books, as in their judgment, were suitable for that purpose. The people of the school districts had no voice whatever, either in the selection of the books, composing the libraries, or in determining whether they would have a library or not. And the same argument which justified a general tax for the support of Free Schools was held to justify a general appropriation for library purposes. But Free Schools are only established by governments, because the people, in their primary capacity, do not and will not themselves, sustain them. When once successfully established, the work of introducing public libraries by State appropriation, is held to be a work of supererogation. As well might the legislature say that the people should have school houses to keep their schools in. The introduction of the public library as naturally follows the establishment of Free Schools, as the building of school houses. The one is as indispensable to a good school as the other. Whatever then may be thought of "the principle of granting public aid upon the condition of local exertion," there is certainly no good ground for discarding the latter altogether; and forcing upon a people what they would speedily adopt if left to the free exercise of their own better judgments.

Burke has well said, that, "it is the first problem in legislation to determine what the State ought to take upon itself to direct by public

wisdom, and what it ought to leave, with as little interference as possible, to individual exertion." It has been contended, and not without reason, that, if the adoption of Free Schools could be left to the direct vote of the inhabitants of each district in the State, instead of forcing them by State authority, oftentimes upon an unwilling people, their ultimate usefulness would have been very greatly enhanced, and their final and universal triumph far more certain. The more enlightened districts would immediately have adopted them, and their contagious influence is such that they would speedily have spread over the entire State. But be that as it may, when once established, and thoroughly grounded in the affections of the people; a system of public libraries is so natural and so necessary an adjunct—so manifestly indispensable to the highest success of a Free School system, and this fact is so apparent to all, that they follow, as a matter of course, and the people readily adopt, what they so clearly see to be for their own best interests. As entirely conclusive on this point, I refer, with proud satisfaction, to what has already been accomplished in this State, and to the highly encouraging prospects of the future.

After a full and free consultation, and mature investigation of the whole subject, on the part of a number of the leading friends of education throughout the State, who had kindly consented to assume a part of the responsibility of so important a trust; it was determined to select a series of four separate libraries, to cost fifty dollars each, and each to be composed of different books. (For a list of the books comprising the libraries, see appendix.) The utility of having several district libraries, instead of a single one, composed of a greater number of books, has been most clearly illustrated in their introduction. District number one, being a large and wealthy district, and having a large surplus fund at its command, may wish to purchase a library costing two hundred dollars; in which case it takes the whole series, as each library is composed of different works. Again, district number two may also desire a library; but being a small district, and having only a limited amount of means at its control, it can only purchase a fifty dollar library; in which case it buys library number one, and defers to a future time the purchase of the residue of the series.

I need hardly say that the books composing these libraries were selected with the utmost discrimination, and with a wise reference to the untold influence they will have in moulding the future character and destiny of the youth of the State. Those who selected them were constantly impressed with the thought that they were engaged in a deeply responsible work—a work whose influence would sweep on down the long line of the future, many years after they had passed beyond the

pale of all earthly responsibility. The almost universal commendation bestowed upon the selections, by highly competent and disinterested judges; as well in other States, as our own, has led me to hope that no great errors have been committed in that most important branch of the undertaking.

It was thought that the great leading interest of Agriculture in our State—an interest that lies at the very foundation of all our success in the past, and the one upon which we must mainly rely for whatever of material prosperity or greatness may await us in future—demanded that a system of Public Libraries, designed principally for the reading of those who do now, or will in the future till the soil, should be composed in part of standard works upon that and kindred subjects. I accordingly addressed a large number of letters to leading friends of the industrial interests of the State, inviting them to select a series of works upon the subject of Agriculture, Horticulture, the Mechanic Arts, &c.; which were promptly responded to, the request complied with, and the works upon those subjects, found in the various Libraries, determined upon, after a careful comparison of the respective merits of all the standard works published in this country. It will be a sufficient guaranty of their worth to the farmers of the State, to know that they were selected by such men as Kennicott, Turner, Francis, Ellsworth, Murray, Johns and others, equally distinguished in the sphere they so largely fill, and equally anxious to advance the great interests to which they are devoting their lives.

The aim has been to select for each library standard works upon as wide a range of subjects as possible, and also to represent as far as could be done, all the leading American authors. No little difficulty was found in making up a variety upon all the subjects represented in so small a library. It will, however, be seen that every branch of English Literature has a representative in each library. History, Biography, Science, Travels, Poetry and general Literature, all have a place side by side, and will all have their influence in making up the character of the future citizens of the State. And who will attempt to estimate the length and breadth of that influence? Who can tell what hidden springs of power and greatness will be quickened into life and activity, by the sympathetic action of mind upon mind thus brought into contact? What intellects thus kindled into being shall not come forth from obscurity to dazzle the world with their effulgent greatness? The influence a system of public libraries has in developing the future character and career of the people of a State, can no more be estimated, than the agency each species of food has in building up and

strengthening the physical frame. They offer the only means of self-culture afforded to a large majority of the youth of the State. A bare acquaintance with the elements of knowledge imperfectly obtained in our Common Schools, goes but a little ways towards the perfection and complete development of the human mind. Our higher institutions of learning, where a more thorough culture is to be had, and a more extended and cheering survey of the field of human knowledge can be enjoyed, are, for the present, effectually closed against those who would avail themselves of their advantages, if they had the means to do so; and might almost as well not exist at all, so far as any benefits are directly derived from them by the great mass of the children of the State. But a Public Library is a constant well of knowledge—inexhaustible and unfailing. The Common School is the spring, and the Public Library the ever flowing stream of knowledge, meandering through all the changes and vicissitudes of life, from which the tired and thirsty traveler may continually drink.

A love for reading, like a love for study, is seldom acquired except in our youth. It is then that habits of study and reading are formed, if formed at all. As without schools, a large majority of the people would continue through life without a knowledge of the art of reading and writing, so without suitable libraries placed within their reach, the young would never acquire a taste for reading. To acquire a love for reading is as indispensable as to know how to read; just as to know how to navigate a ship is as necessary to cross the ocean, as to have a ship. If there is any one fault in our American Systems of Education, more glaring than all others, it is that we have constantly been more anxious to impart the means of acquiring an education, than to inspire a *love of the use* of those means when obtained. Children are sent to school and taught to read, but the means of putting into practice the art they have acquired at so much labor and expense is not unfrequently never placed within their reach. Middle life finds them where the school left them, and as old age creeps on apace, they look back through the long line of their own narrow experience, to see the sun of their childhood radiant with the bright promise of constantly increasing knowledge and power, setting alas! in obscurity and darkness.

The Common School but lays the foundation of an education—furnishes the implements with which the future citizen of the State may build up and complete the just proportions of a well balanced and educated mind. How necessary then that the means of self-improvement should be placed within the reach of the youth of the State. Indeed, a good library has *come to be regarded* by our most experienced and enlight-

ened educationists, as quite as indispensable to a good school, as a good teacher, or a good school house. It is now even regarded in many places as a part of the business of the teacher to encourage in the minds of his pupils a taste for reading, by selecting each day and reading or reciting before the whole school, instructing and thrilling incidents in the lives of individuals, or by assigning to them as themes for their essays and compositions important historical facts and events to be found in the volumes of the library. And not a few of our most successful teachers are reluctant to engage in schools where their pupils are denied access to good libraries; for they well know the influence such libraries invariably have in prompting those under their care to habits of study and thought, to higher aspirations, and to nobler aims. Hence, it is, that many of our most enlightened statesmen have expressed the belief that a mere knowledge of the elements obtained at our Common Schools, coupled with the firm habit and love of reading so readily imbibed in the rural districts, is a far surer guaranty of future usefulness or distinguished position in life, than all the mental training of the higher schools; entailed as it is with the long line of pernicious habits and destroying vices contracted at our American Colleges.

The present is preeminently an age of improvement. The last century has witnessed an unfolding of all the elements of individual and national greatness, to which no previous period in the history of the world can furnish a parallel. Science, the mighty mother of the modern world, is constantly unfolding new truths, and exhibiting new principles to the wondering gaze of astonished man—commerce, with her white wings, is encircling the globe—even the elements, once the greatest terror of man, have been made submissive to his all conquering will. The shadows, that listlessly play about in the idle wind are made to paint his image, and the chained lightning to convey his thoughts with the rapidity of light, over mountain tops, and through the silent depths of the ocean, to the farthestmost parts of the earth. That great cementer of human interests—the Railroad—is continually bringing distant States into friendly contact, and moulding the discordant and conflicting races of man into a single brotherhood. The Press—that greatest public educator and benefactor of modern times—is constantly solving the mysterious problem of human existence, and leading man on to a higher and holier destiny. Geology is delving in the bowels of the earth, and exhuming from the tomb of ages the elements of material greatness. Chemistry is daily discovering new truths, or making new uses of old ones; and by its application of scientific principles to the mixture of soils and adaptation of climates, is causing the

whole earth to blossom as the rose. Nor is the accumulated wisdom of ages any longer confined to the palaces of kings, or the closets of secluded monasteries. It is diffused through all ranks and classes of society, until it has become the crowning glory of modern times, and especially of our republican institutions, that whatever of beauty tends to refine and elevate the spirit, whatever of science gives man dominion over the forces of nature, whatever of art can adorn and beautify, and whatever of nature can elevate and instruct, is rendered, by the universal diffusion of knowledge, the common inheritance of all.

A system of Public Libraries is the most approved and direct means of rendering this general spread of intelligence accessible to all. The poorest boy in the State—the most obscure and remote dweller from the great highways of travel and civilization—may draw from the inexhaustable sources of such a fount, the spirit and inspiration, which, in after life, will render him more than a match for the most accomplished offspring of the city—the pride at once of the State and age in which he lives. For what lad can dwell upon the life and character of the “Father of his Country,” as portrayed by his last and most inimitable biographer, and not drink in something of the life and the spirit which so ennobled him? How can the ardent and aspiring American youth make himself for years the close companion of the heroes of antiquity—who have illustrated the highest forms of humanity—how can he have pondered their words and their acts, moved under their eye, and breathed their air through all the quick and susceptible years of his growing life, without having his soul lifted up into congenial heights, and his spirit filled with the power and the life which so distinguished them. How can he have traced the history of a Clay, Webster or Benton, of a Fulton, Morse or Kane, from their lowly beginnings to the highest pinnacles of earthly fame, without being inspired to imitate their examples, and to reach their end? Genius belongs to no single age or favored class. It is equally the birthright of all ages and all classes. The boy that fifty years hence may fill the largest measure of fame in the eye of the first nation on the surface of the globe, may this day be an obscure dweller on some lone prairie of this young State. It is then of the utmost practical importance to the future individual inhabitants of the State, that the means of self-improvement be placed within the reach of all, and that none are denied the untold advantages of so inestimable a boon.

But not alone is this question one of the rights and privileges of individuals; for not alone are they to be benefited by the wisdom and

the culture thus obtained. It is the State which is to be the most profited by it. Primarily she will be greatly benefited by those material improvements which invariably follow the general spread of intelligence; and secondarily she will have secured those enduring interests upon which her glory and renown must at last depend. For there is nothing lasting in a nation's greatness but its conquests in the realms of intellect, its achievements in the domains of science, its contributions to the noble, the lofty, the heroic, and the immortal. The glory of Athens, and the power and pomp of Rome, have alike passed away, while the splended production of letters and of art, the perfect models of excellence in character and conduct—the bright examples of valor and of virtue their sons bequeathed to the world—will endure through all ages.

If intelligence is the price of liberty, so is slavery the penalty of ignorance. We must furnish books or bonds. We must pay for the education of the people; for the training up of our children to habits of thinking, of virtue and of economy, or we must pay for prisons and chains. Unless the right habits and tastes are early imbibed, and the proper associations formed—unless our youth, during the years of their minority, learn to love reading and study, instead of gaming and drinking—the good, the beautiful and the true, instead of the vicious, the licentious and the wicked—the State can have no enduring prosperity, nor her citizens any lasting happiness. It is therefore of the utmost practical importance to the future welfare of the State, that all the means of mental and moral improvement should be placed within the reach of all; that none of her children should be excluded from the high privilege of becoming intelligent and useful citizens, and shedding the lustre of an increasing fame upon the noble State of their birth or adoption.

But it is not necessary to discuss any farther the benefits such a system of Public Libraries will confer upon both the citizen and the State. They are clearly apparent to all, as is most satisfactorily manifested by the interest taken in their introduction by all.

One thousand of these libraries have already been introduced into the various school districts of the State, and a large number of the directors of the remaining districts have signified to this department their intention of procuring them the next year, or at the earliest period that their financial condition will admit of. It may therefore be reasonably calculated that at least a majority of the ten thousand school districts in the State will have *voluntarily* supplied themselves with one or more libra-

ries within three years from the time of their selection; and that a large number of the remaining districts will speedily imitate so noble an example.

UNION GRADED SCHOOLS—ACADEMIES.

It has long been urged as an objection to sending advanced pupils to the Common Schools, that they were there necessarily associated promiscuously with the younger scholars and those less advanced in their studies; and that it was impossible for the teacher of such a school, composed of all classes and grades of scholars, to bestow that amount of attention upon the advanced pupils which was essential to their highest success. That where the school was composed mostly of small children, and generally too greatly crowded in numbers, the teacher's time was mostly consumed in teaching the primary branches, for which the school was mainly established, and that *therefore* schools of a higher grade, and more exclusive character, were demanded, where the more advanced branches could be pursued without the necessary hindrances and numerous inconveniences incident to their study in the Public Schools. This objection is still urged by those who have no other reason for refusing to send their older and more advanced scholars to the Common School. And seemingly so well founded has been this exception to the Public School, and so tardy the application of any adequate remedy, that, for more than two centuries the private Academy and Seminary have been considered indispensable links in our American systems of education. Thousands of them have existed and flourished in all parts of the country. No paper city has been so obscure, or village so remote, as not to boast its Academy or Seminary.

And while it must be admitted that the good influences of these institutions upon the Public Schools and vice versa, have been to some considerable extent reciprocal, it cannot be denied that the private Academies and Seminaries have done more to retard the progress and sap the life blood of the Common Schools of this country than all other causes put together. The principles upon which they are established are essentially antagonistic; they are rivals from first to last in their claims for support. The Common School is established and supported upon the principles of republican equality. Its doors are thrown wide open to all the children of the district—rich and poor, high and low—alike. All are admitted to its privileges upon a perfect equality. But as any school is dependent to a considerable extent upon the kind of scholars of which it is composed for its progress and success, *it needs the best material in the*

district as well as the poorest to give it tone and character. Every one acquainted with the practical workings of a school room knows the influence exerted by an intelligent, advanced class of pupils. Their example is worth as much as an ordinary teacher to the residue of the school. They give the school life and character. The more backward pupils have a daily example to look up to—a mark to reach; and thus a constant stimulus and life is given to the whole school which can be exerted in no other way.

The Academy on the other hand is aristocratic. Only those able to pay the stipulated entrance fee can ever gain admittance to its sacred walls. It is especially established for the accommodation of the older and more advanced pupils. They attend it, and thus the Common School is robbed of one of the prime elements of success. Shorn of its greatest strength, with a teacher of limited qualifications assigned it, the Common School drags out a miserable existence beneath the shadow of its more fortunate rival, if indeed it exists at all. Such has been the practical operation of the attempt to sustain Public and Private Schools the country over, until the recent successful introduction of the Graded System into the Common Schools. By the plan adopted, the Public Schools are made in all respects the equals of the Private Schools, and in very many particulars, their superior. They offer all the facilities for advanced pupils enjoyed in the Private Schools; while they afford infinitely superior opportunities to the younger pupils, and possess the incalculable advantage of being FREE to ALL.

In this State, the superiority of the Union Graded System has become so apparent, that nearly two-thirds of all the private Academies and Seminaries that existed in the State when the undersigned assumed the duties of this department have thrown up their organizations and reorganized under the Common School law. They are thus enabled to avail themselves of the benefits of the public money, and of affording to all the children of the communities in which they exist, all the advantages which were formally enjoyed by the few who attended the Private Schools. The beneficial effects of this movement upon the Public Schools of the State can hardly be over-estimated. They will at once assume the front rank, and enter fully upon their high career of usefulness and glory.

Not the least of the many benefits to be derived from this new condition of things is that all casts are thus done away with. The poor man's children enter the school room on an exact equality, so far as its advantages are concerned, with the rich man's child. The latter,

robbed of all extraneous advantages and supports, upon which he otherwise might feel disposed to rely, finds that application to study and good deportment will alone suffice to maintain a respectable standing. The former, placed upon an exact equality with those about them, whatever may be their condition outside the school room, have a double incentive to prosecute with vigor the tasks assigned them. The two classes thus have a reciprocal influence for good upon each other.

The advantages, too, of these Schools over those established on the plan of the independent District System are manifold. They afford increased facilities for economizing time and labor. All the pupils of each grade or department are nearly of the same age and accomplishments; and make, or are capable of making, nearly the same progress. They can be more judiciously and economically classified in a Graded than a Mixed School. Herein lies the foundation argument in favor of the new System. A *systematic division of labor* is as applicable to school as to all other affairs. To this main spring in human action is due the facility with which business associations have laid hold of all the modern improvements of the age, and wrought out those wonderful results, which have at once astonished and blessed mankind. It were as reasonable to demand that one person should raise the straw, make the paper, write the editorials, and print the newspaper, as that children of different ages and dispositions, with a wide diversity of character, habits and attainments, should be successfully instructed and governed by one teacher, when all are congregated in one room. As well might a person with an indefinite and general knowledge of some particular branch of mechanics, be expected to construct a complicated piece of machinery by having all the materials thrown promiscuously together, and he be required to lay down one piece and take up another before he had hardly commenced to operate upon the first, as a teacher to build up and complete the just proportions of a well balanced mental, moral and physical man in a school under the independent District System.

Practical experience has taught the well known fact that some teachers are well adapted and qualified to impart instruction in some branches, who totally fail in their attempts to teach others. One has a special faculty to teach mathematics and the exact sciences. Another has a peculiar adaptedness to unfold the beauties of that most wonderful of all human inventions—written language, or finds his highest delight in displaying to the ever eager and inquisitive child, the sublime mysteries of chemistry and philosophy, or unfolding the changing beauties of astronomy and botany. It is unreasonable to expect that a teacher is to succeed equally well in teaching all branches. It would be as reasonable

to expect that one person should be equally expert in all the trades, or skilled and successful in all the professions. In all the departments of human industry, whether physical, intellectual or moral, a systematic division of labor, invariably yields the most beneficial results.

It has come to be conceded by all experienced educationists throughout the country, who have had an opportunity of forming a correct judgment on the subject, that in a mixed or unclassified school, like the common district schools of the country, the pupils do not, on average, perform over one-half the study, or acquire half the learning which they are capable of accomplishing and acquiring in properly graded schools. In corroboration of this fact, I need but appeal to the experience of any one who has spent his school days in a district school, and who has since had an opportunity of witnessing the advancement now made by pupils in the graded schools of the country. More is accomplished in one year by the pupil of a properly classified and graded school than is done as a general rule by the attendant at the district or mixed school in three; and with less labor on the part of both teacher and pupil.

Once classified in a graded school, the pupil has a double incentive to keep up with, or outstrip his classmates—the hope of being promoted to a higher class in case he excels, and the fear of being degraded by being assigned to a lower one, provided he does not maintain his standing. The most backward pupil is thus urged on by a double stimulus to equal the foremost, while the performance of the latter is made the standard of excellence for the whole class. The teachers, too, are aroused to greater zeal and fidelity in the discharge of their duties, since their skill and faithfulness will be made apparent in the qualifications of the candidates whom they send to the higher departments of the school; and the length of time occupied in preparing them for promotion.

A comparison of the merits of the graded schools now in successful operation in most of the leading cities of the State, with those which formally existed in those cities, under the mixed or private school system, will furnish an overwhelming argument in favor of the former.

The graded school is not only an immense economizer in the time required to educate the child to any given extent, but it is also a great saver of money. Three teachers, in a school properly graded, can furnish more instruction to three hundred pupils in any given time, than six teachers can to the same number in mixed schools. The former would require one house, and the latter six. The saving in the expense of teachers and school houses, by adopting the graded system then, may

be safely stated at *one hundred per cent.* Illinois, during the past two years, has expended for school teachers and school houses, over four million and five hundred thousand dollars.

If the above estimate then is only approximately correct, what an immense saving of money alone would be realized by the general introduction of the union graded system.

But the beneficial results of such a system are not alone confined to the saving of time and the lessened cost of instruction. Happily, there is another and a far more potent reason for its adoption. The present school law, with a wise liberality, permits the youth of the State to attend the public schools till they reach their majority; a period sufficiently long, with an economical division of labor, an earnest diligence, and the extended course of study pursued in our graded schools, to enable them to avail themselves of all the practical advantages of a full college course. The common schools thus become the people's colleges; and instead of pupils under a new teacher every six months, or year at most, being required to pour over the same old books and travel the same uninteresting road, year after year, to come out at last about where they begun, they push forward under the same teacher, into new fields of thought, and to the investigation of new truths; their minds rapidly expand under the steady and healthy exercise, and the skillful training of experienced teachers, until they step forth matured and full grown upon the arena of life.

Who can estimate the influence such a course of public instruction, free to all, would have upon the future character of the people of this State? Who can tell what contributions of awakened thought and mental activity it would add to the real wealth of the State? If the physical development of the unknown resources of the State is a matter of the highest moment to her citizens, of how much more importance is it that a system of public education, which would add millions to the aggregate years of a single generation, which would save millions of money annually, and extend to all the children within her borders the means of the highest intellectual and moral improvement, should command the support of a State, the preservation of whose civil and religious institutions depend upon the virtue and intelligence of her people.

It is highly gratifying to be able to state, that in numerous localities in the State, where the population is compact enough to admit of it, the people have united their small schools and formed a Union Graded School. In other places, as stated elsewhere, Academies and Seminars have been changed into Graded Schools; and again, in localities

where the population did not admit of large schools, systems of gradation, more or less perfect, have been introduced into the district schools. The change in the school law at the last session of the Legislature, making the directors, instead of the township trustees, responsible for the payment of teachers and the extending of the terms of schools, has operated most favorably upon the interests of the schools in the matter of gradation, and, if allowed to remain, will work not only a revolution in the formation of school districts, but will afford greatly increased facilities for grading the schools. Since a tax is levied upon the districts to extend the terms of schools and to pay the deficiencies due teachers, the tendency is to enlarge the boundaries of districts, so as to embrace a greater amount of taxable territory in each district, which serves to enlarge the schools, and thereby increase the possibility of gradation. It is hoped that no change may be made in the law which will tend to retard this general tendency towards concentration. It may well be regarded in this State as the most encouraging educational symptom of the day.

The advantages of the graded system over the independent district system, may be briefly stated as follows, viz:

1. More commodious school houses, more eligible sites, and ampler play-ground and appurtenances.

2. Decrease in the number and aggregate expense of both school houses and teachers.

3. The introduction of a more systematic, extended and thorough course of study; as well as a more uniform series of text books.

4. Increased facilities for procuring a leading teacher of experience and ability, to take the general charge of the school, arrange classes, conduct the general exercises, to exercise a supervisory control over the less experienced teachers of the school, and to manage cases of discipline.

5. Greater facilities for dividing the school into suitable departments, and forming larger classes, enabling the teacher to devote more time to each class, to amplify and illustrate more fully any subject under discussion than he could do if the classes were smaller and there were more to be heard.

6. Greater facility for classifying the school in respect to the age and attainments of the scholars, and for adapting the discipline of the school to the wants and capacities of all.

7. The greater opportunity afforded to teachers for that special preparation before each lesson, resulting from the less number of subjects

which he is required to teach, which is indispensable to the highest success in the school room.

8. The enthusiasm created in the minds of the scholars not only during the recitation, but also during the hours of study, by the thought that they must soon appear in the presence of so large a class, and measure themselves, intellectually, with them.

9. The incentives to greater diligence on the part of the pupils from the influence exerted upon them by the prospect of promotion.

10. The economy of both time and labor on the part of both teachers and pupils. No one who has witnessed the practical workings of both systems will deny, that in a well graded school, a teacher can instruct sixty or even seventy-five pupils more easily and more efficiently than twenty-five or thirty in a mixed school.

INDUSTRIAL SCHOOLS—HIGHER EDUCATION.

It is not, until very recently, that any systematic and wide-spread efforts have been made in this country for the education of the laboring classes in their daily pursuits. The utility and necessity of having institutions for the special preparation of the farmer, mechanic and artisan, has been clearly seen and forcibly and eloquently set forth by individuals at various times since the foundation of the government; but the great mass of the people, always slow to adopt reforms, when they run counter to long established usage, or where an acknowledged good is to be attained in a *new way*, have until recently quite failed to appreciate the importance of special training for special labor, and been content with the existing condition of things, readily yielding the supremacy, which education invariably affords, to the professional classes.

To the intelligent American educationist it is one of the most curious enigmas of the times, that Congress, the various State Legislatures, and the people at large, should have made such ample provision for the education of the rising generation, not only in all the rudiments of knowledge, but in the higher attainments and professional walks, and yet, until recently, have devised and consummated no comprehensive scheme for the special preparation of the great laboring classes for their daily callings in life. It is true that such schools have sprung up and been supported by private patronage in several of the States in the Union; as it is undoubtedly true that their existence and example in the various localities throughout the country where they exist, has done much towards awakening public sentiment to their importance. But, while

liberal provisions have been made by Congress and the various State Legislatures for the encouragement and support of the Common Schools and Colleges of the country, no governmental encouragement has ever been afforded the industrial schools.

I know that the utility of such special training for special labor has been denied; that it is still contended that if such institutions are of the utility to the industrial interests of the country claimed for them, they would speedily spring into existence through private interest, and be liberally sustained. It is a sufficient answer to this, to place such institutions on the same footing with the Free Schools of the country; respecting the importance of which, no intelligent person any longer raises a question, and then ask if Free Schools would have existed in any State in the Union, except by legislative enactment and support. To exist and thrive, industrial schools must be placed upon a par with the other educational agencies of the country.

Such schools have long existed in the various countries of Europe, and have there become as much a public necessity as any of the various professional schools. Their existence in this country, and liberal patronage on the part of the government can now only be considered a question of time; and the strong under-current of public sentiment, which is up-heaving the educational systems of the last century, and working an important and radical change in the disciplinary methods of the country, clearly indicates that the day is not far distant. It is undoubtedly true that a wide diversity of opinion has existed in this State respecting the propriety of lending the aid of the general government, and especially that of the State for the establishment and maintenance of such institutions; and many who have been willing that it should be done, have contended that the time had not yet arrived—that the State should first place her Common Schools upon an impregnable basis—establish and maintain a Normal School for the education of teachers—lend her support to the introduction of a system of public libraries—and that when all this had been accomplished, and the State had liquidated her indebtedness, it would then be time enough to consider the proposition to extend a helping hand to the industrial interests of her people in the manner proposed.

But whatever may have been the diversity of sentiment respecting the importance of such institutions in times past, it is very evident from the recent action in Congress—where the proposition to donate to each State in the Union a portion of the public domain equal to twenty thousand acres for every member such State had in that body, passed the

lower House, and was only defeated in the Senate by a few votes, and then only, as it is alleged, for want of time to consider it—that public opinion is fast settling down in their favor, and that not many years at most will elapse, before every State in the confederacy will have at least one such institution, and very many of them more than one.

It is a fact worthy of mention here, as it is the source of the highest pride and gratification to our young and noble state, that a few citizens within her borders first originated the plan for the inauguration of this new educational era, and have pressed steadily on to its fulfillment amid difficulties and discouragements which would easily have daunted less earnest and less able advocates. It is not too much to hope that a majority of those men will live to witness the complete realization of their cherished plan, for which they have labored so incessantly and spent so freely of their time and money.

No discussion of the merits of the plan proposed for the establishment of Industrial Schools throughout the country will be entered upon here, nor any comparison of the respective importance of Industrial and Professional Schools drawn. They have been freely discussed and compared, in all portions of the country, for the last six years; and with what results is clearly manifest to all. This State, during that period, has established a system of Free Schools, created the department of Public Instruction, chartered an institution for the education of teachers for her Public Schools, and, by all other possible means in her power, encouraged and sustained her Common School interests. That, in the opinion of the undersigned, was clearly her first duty, and, for the time being, her whole duty. Leaving the respective advocates of classical and professional learning, on the one hand, and the friends of industrial education, on the other, to urge their peculiar claims upon the attention of the people as best they could, the State, with a wise regard to her best interests, has lent the whole weight of her influence to the building up and sustaining of that first great necessity of a republican government—an efficient system of Common Schools. What course she shall now, or in the future, take, is for the wisdom of the legislature to determine.

The ultimate end and aim of any system of education for a State is the development of all the intellect and virtuous energy of its inhabitants. Anything less than this falls short of what it is the interest and the duty of the State to accomplish. She should first lay broad and deep the foundation of her educational system in the organization of her Common Schools. She has then begun at the beginning. She has thus provided for commencing the education of all the children within

her limits—for giving to all, who are to share the labors of civil life, such instruction as shall fit them for the primary functions of citizenship—for those duties which devolve on all alike. She has made it possible for them all to acquire those rudiments of knowledge needed in the ordinary transactions of society—those elementary facts and rules for which every day gives use. These are the necessities first felt and most widely felt in society and the State. Not the welfare only, but the very *existence* of our political society, demands this provision for universal education. But this by no means accomplishes her whole duty to herself or her children. Her own best interests, and the advancing civilization of the age, equally demand that she should make provision for carrying the instruction of her children beyond the elements of knowledge into its higher departments. The education which was ample in this country fifty years ago, is no longer adequate to the high conditions of citizenship in the day and age in which we live. For now, more than at any other time in the history of the world, may it be said that “Knowledge is power.” Heretofore, in our national progress, we have been felling forests upon the plain and mountain side, sweeping away denser and darker forests of still older growth—forests of proscription and tyranny, of falsehood and ignorance, from the face of society. We have been preparing the foundation whereon to build up the stately and majestic fabric of a great free people. Primary knowledge, in the first conditions of society, is all that is necessary to its existence, or to a proper performance of its legitimate functions. But when a State has passed its infancy, and is ready to assume the high and responsible duties of manhood, and to launch forth upon a career of usefulness and honor, or degradation and shame, it is then that the higher conditions of citizenship and the claims of a more exalted civilization demand a more thorough culture on the part of her sons and daughters. Rudimentary knowledge will do for rudimentary times. A knowledge of the arts of war, and the simpler processes of agriculture, it may be, were all that were necessary to constitute a good citizen in the early days of the republic. But a knowledge of the art of self-defense is no longer a public necessity on the part of the whole people; nor can the unskilled tiller of the soil any longer compete with those armed with a knowledge of all the latter day improvements in the science of agriculture. In monarchical governments, where knowledge is especially confined to the wealthy and more favored classes of society, and where obedience to civil law is the test of public virtue, it may be that primary knowledge—and the less of that the better—is alone required to make good citizens. But who shall affix the limits to the qualifications of citizenship, in

such a State and age as this? Who shall determine what degree of mental and moral training is necessary to the performance of the high duties devolving on a society, where each individual member has a distinct sovereignty over its laws, its forms and its fate? Undoubtedly a man may be a good citizen, and perform all the duties required of him, with but little of the knowledge and discipline which the higher schools confer. But the end and aim of a system of education, for a great State like this, should not alone be to make good citizens, or only to prepare her children to perform the simpler duties of society. She should aim at a more exalted and noble end. She should furnish the means, free to all, of carrying the education of her children to the farthest limits of human investigation and thought. If it is the duty of the State to furnish the means for the education of the child of six, it is equally her duty to provide for his education at sixteen, and so on; the only limit being the ability of the State to furnish the means, and the capacity of the child to be benefited thereby. And this duty is one that she owes to herself as well as her children; for she, as well as they, are to be benefited by it. For to what other end are States reared, and governments established? Is it that material wealth may be accumulated, that they may become irresistible in war, or that they may enter upon a career of luxury, to end in effeminacy, debauchery and ruin? The history of the past is prolific in examples of the fate of States which have had no higher aim than to minister to the gratification of the lower passions and appetites of their uneducated children. Intelligence is an essential part of public virtue; and all experience shows that the best educated communities are those best qualified to have control of their own affairs. Viewed thus, in its widest sense, education is not only *one* of the leading interests of every government, but it is really and truly the only ultimate end of State existence. Why do we protect life and property, build railroads and canals, make laws, and punish crime, but that they may all minister to the nurture of wise and noble men? How do we determine the worth of institutions, tell whether their action has been beneficent or not, but by finding what kind of men they produced—whether they grew intelligent and noble minded under their action, or whether they belittled their minds and made them ignorant, bigoted and base? The fact is that man is the end, and all other things the means, in the hands of the State, for subserving the end.

The State, then, has only begun her great work, when she has provided a system of Common Schools for the primary education of all. She must make provision for carrying still farther forward the work thus begun. That all has been done by the State that could reasonably be

asked, during the last five years, for the advancement of her educational interests, it is thought, must be freely admitted by all; but the day is fast coming, when, relieved of the incubus of a State debt, and her territory more thickly settled up, she has set sail upon the high sea of an unexampled prosperity, it may justly be demanded that she shall assume a more elevated educational stand point, and provide more ample means for the thorough development of all the intellect and virtuous energy of her inhabitants, than she has heretofore done, or, can now be expected to do. When that day shall come, as come it soon will, those who have contended that the State owed her first duty to her Common Schools, will as zealously advocate any reasonable extension of her educational responsibilities. They have never contended that her first duty to her Common Schools was her whole duty. She should throw the protection of her all-powerful arm about her higher Schools and Colleges, already struggling for existence upon her soil, and assist in establishing and sustaining institutions devoted to the development and perfection of her great industrial interests. But while the duty of the State to encourage her higher institutions of learning is thus clearly recognized, it is not thought advisable, in her present financial condition, to recommend any appropriations for such institutions at this time. The day will soon come when she can, and I trust will, make liberal provision for sustaining her higher, as well as lower, schools. A due regard for her best interests will demand it, and I doubt not that the demand will be promptly met.

NORMAL UNIVERSITY.

A necessity for one or more Normal Schools to educate teachers for the Common Schools of the State has long been felt to exist by the more enlightened friends of popular education. And, though there has been, it must be confessed, no little diversity of opinion among the advocates of the establishment of such an institution, as to the particular kind of institution required; all have cordially agreed that some more efficient agency for the education of teachers, than existed in the State, was imperatively demanded. To that end, a few of the leading friends of such an institution commenced the agitation of the subject through the public press, and by means of lectures and educational conventions, nearly seven years since; and through their agency the subject was brought prominently before the people, who everywhere indorsed the principle, though like those who were leading in the enter-

prise, they differed somewhat radically as to the manner in which the end sought was to be attained.

A considerable party in the State were in favor of calling upon the legislature to pay over into the hands of a close corporation, to be created by that body, the principal of the University and Seminary Funds, which were donated to the State by the general government for the creation of a University and Seminary of learning, and which were borrowed many years since by the State, and upon which it now pays an annual interest of six per centum.

With those funds, (and to which the parties receiving the same proposed to add an equal amount from private subscriptions,) it was proposed to establish what was originally called an Agricultural University, (afterwards University,) which should be auxiliary to the Smithsonian Institute at Washington, and in which all branches of practical learning should be taught. In this institution it was proposed to embrace a Normal department, to which should be assigned the especial duty of preparing teachers for the Common Schools of the State; and this department was to be the first one established.

Another, though quite an insignificant party, in point of numbers, were in favor of establishing a Normal department in several of the higher institutions of learning already existing in the State, and supporting the same by dividing the interest of the College and Seminary funds, amounting to some ten thousand dollars annually, among such institutions.

A third party were in favor of establishing a Normal School proper, similar to those already existing in many of the older States, and which should be devoted exclusively to the education of teachers for the Public Schools of the State. Such institution to be located in the place which should offer the largest bonus for furnishing buildings and grounds, and to be supported by an annual appropriation from the State, sufficient to meet the expenses of teachers and text books.

A bill, embodying the views of the friends of a University, had several times been presented to the legislature, and its adoption strongly urged upon that body. At the session before the last, the Senate referred the subject to a select committee, who made a highly favorable report, but plead the want of time for consideration, as an excuse for failing to recommend any specific action.

When the undersigned entered upon the duties of this department, he immediately presented a bill, essentially embodying the views of those who favored a Normal School proper, at the same time that the

bill was so drawn, that, while the institution created under it would in the beginning be only a Normal School, it could readily be swelled into the full proportions of a University, should the people of the State and the Legislature desire it. That bill, after much discussion, and some slight amendments, finally passed both houses and became a law. By its provisions, fourteen persons therein named, together with the Superintendent of Public Instruction, ex-officio, were created "The Board of Education of the State of Illinois," with full power to carry out the provisions of the bill, and establish and control the institution.

In pursuance of the fifth section of the act above referred to, the first meeting of the "Board of Education" was held at the office of the Superintendent of Public Instruction on the first Tuesday in May, 1857, and was permanently organized by the election of the Hon. N. W. Edwards, President. By the tenth section of the bill, it was provided that the members of the Board should hold their office for the term of six years: "*Provided*, that at the first meeting of said Board, the said corporators shall determine by lot, so that one-third shall hold their office for two years, one third for four years, and one-third for six years." The members of the board having cast lots, it was found that Messrs. Edwards, Mosely, Wright and Eden, had drawn for two years. Messrs. Rex, Wilkins, Hovey, Bunsen and Gillespie, had drawn for four years. Messrs. Shannon, Wells, Sloan, Moulton and Denio, had drawn for six years.

The Board, thereupon, in pursuance of the fifth section of the law, appointed Mr. Simeon Wright, agent, to visit the cities and villages of the State, deemed eligible for the location of the University, and solicit subscriptions for the same. Mr. Wright having performed that duty, it was found that four places were competing for the location of the institution, and that they respectively offered the following amounts for the same:

The village of Washington, Tazewell county, offered in cash, land and buildings, the sum of twenty thousand dollars.

The city of Batavia offered cash, land and buildings, estimated at forty-five thousand dollars.

The city and county of Peoria offered cash and land, estimated to be worth eighty thousand dollars.

The city of Bloomington and county of McLean offered cash and land, valued at one hundred and forty-one thousand dollars.

The fifth section of the act provided that the Board should locate the University "at the place where the most favorable inducements were

offered for that purpose." The Board accordingly located the institution on the site adjoining the city of Bloomington, where, situated on a high rolling prairie, having a hundred and sixty acres of land, immediately adjoining the junction of the Illinois Central and the St. Louis, Alton and Chicago railroads; with a site beautiful by nature, and capable of every possible adornment by art, the institution will be at once the "observed of all observers," and the pride and glory of the State.

The donations, from the county of McLean and city of Bloomington, consisted in an appropriation of seventy thousand dollars from the first proceeds of the sale of the swamp lands belonging to the county—one hundred and sixty acres of land adjoining the city, valued at thirty-eight thousand dollars, and the residue in private subscriptions of land and money. Anticipating a ready sale of the lands, which are exceedingly valuable, and appraised at a low rate, and upon the proceeds of which the Board mainly relied for the means to put up the building, and having secured an individual guarantee of a quarter of a million of dollars from the wealthier citizens of the county of McLean, conditioned that fourteen thousand dollars should be paid the Board every ninety days, if called for, until the whole seventy thousand dollars was paid; provided the sale of the land failed to realize that sum at the times specified in the guarantee, and after having duly advertised for proposals for constructing the University building, a contract was entered into on the 19th of August, 1857, with Messrs. Mortimer & Loberg, and T. H. Soper, of the city of Chicago, by which they were to construct and complete the building by the first of September, 1858, for the sum of eighty-three thousand dollars. (For a copy of the contract and full proceedings of the Board, see the "Proceedings of the Board, in the appendix to this report.)

Pursuant to their engagement, the contractors immediately entered upon the fulfillment of their contract, and had so far progressed that the corner stone was laid, with appropriate ceremonies, in the month of September, 1857. Immediately following this, the great financial revolution of that year overtook the country. The county, unfortunately, had been delayed in procuring the patents for the lands, which could undoubtedly have been readily sold for nearly double the amount they were afterwards appraised at. The lands, when the patents did finally come, met with but little sale, though they were appraised at panic prices. Private individuals found it wholly impossible to meet their subscriptions, and the Board were thus reduced to the disagreeable extremity of suing the donors and guarantors, or suspending the work, until the crisis in the financial world should have passed, property

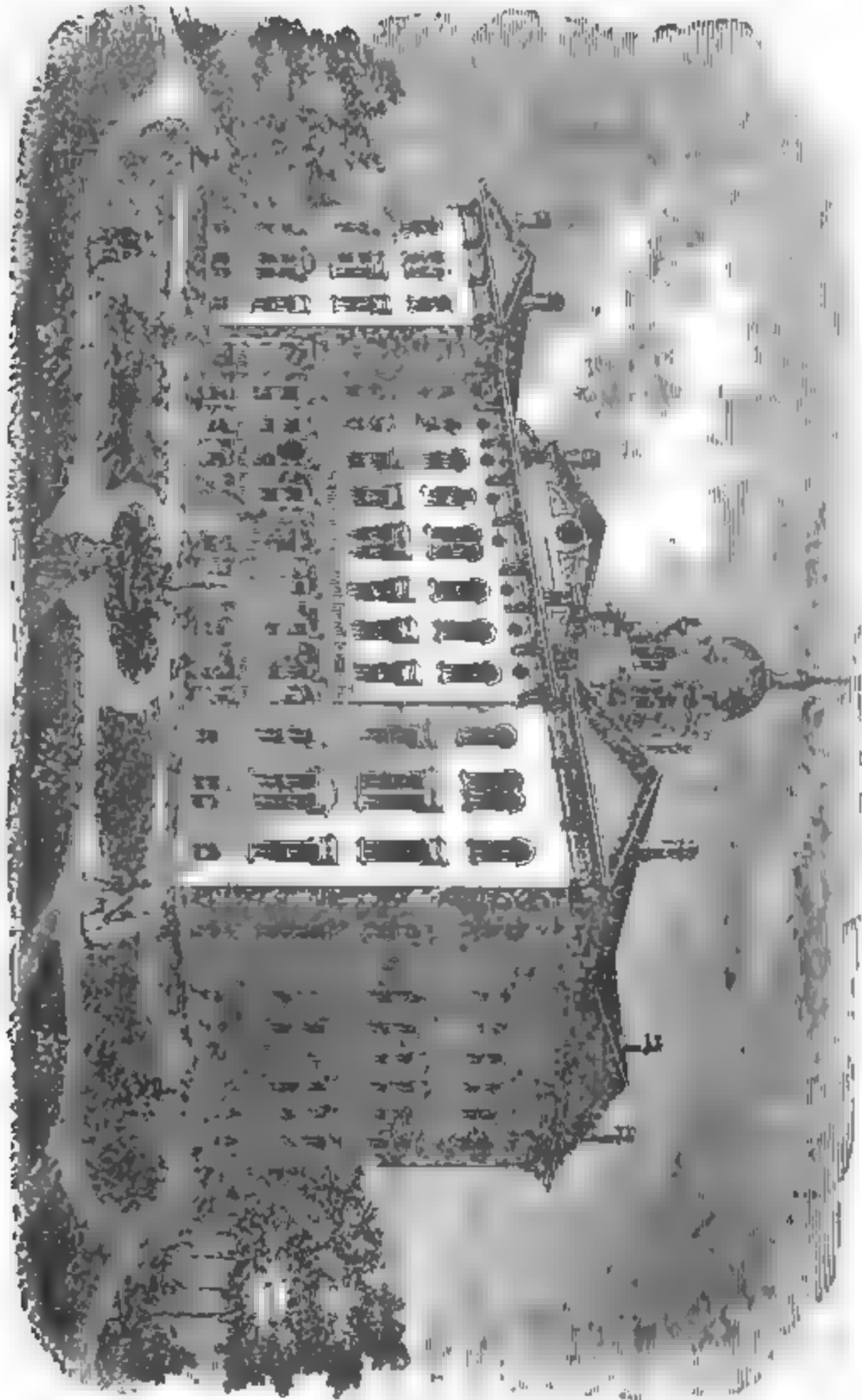
assumed its real value, and trade once more have become regulated. They chose the latter alternative, as being both right in itself, and most likely to conduce to the ultimate prosperity of the institution.

The material for the building, a large amount of which was already upon the ground, was carefully provided against injury by the weather, or otherwise—and the completion of the edifice, the largest, most elegant, substantial and well arranged one of the kind in the Union, which had been confidently expected within one year from the time of the passage of the act creating the institution, was reluctantly deferred, till the Board, through the sale of the lands, or otherwise, could be placed in possession of the necessary means to fulfill their contract. But for the financial revulsion which overtook the country, a year since, and completely prostrated all kinds of business, rendering it impossible for either individuals or corporations to fulfill their engagements, there can be no doubt that the University building would have been completed and occupied before this. As it is, the Board can but feel that the embarrassment to which they have been subjected by the force of circumstances, is but temporary, and that the shadow which has for the time being partially dimmed the bright prospect with which they set out to fulfill the trust committed to them by the legislature, is but the harbinger of a speedy and triumphant success. It is confidently expected that means will be provided to recommence operations at an early day.

For a complete view of the plan of the building, both inside and out, see the cuts on the following pages. When completed, it will be by far the largest and finest Normal School building in the Union. It is intended to accommodate three hundred Normal scholars, and two hundred Model School scholars. Ample provisions will thus be made for double the number of scholars provided for in the charter; and with accommodations infinitely superior to what was expected by the most sanguine friends of the institution two years since. Situated at the junction of two of the greatest railroads in the State, easy of access, and sufficiently removed from the city to be clear of its contaminating influences, it is where it can be seen by more of the inhabitants of the State, than it would have been at any other point in the State; while it will be in full view of that countless throng, from all parts of the world, who constantly thread those great highways of travel. Its bold and commanding appearance will thus be a perpetual advertisement to the whole world, that Illinois, not only recognizes universal education as the first necessity of a republican government, but has made ample provision for the special preparation of those upon whom the primary education of the people most depends. Truly, if every school house in the

land be a watch tower of liberty, this beautiful structure, when completed, will be an impregnable fortress, against which the wild waves of ignorance and tyranny may eternally beat in vain.

NORMAL UNIVERSITY, BLOOMINGTON, ILLINOIS.



The Board having elected Mr. C. E. Hovey, of Peoria, Principal, arrangements were made, and the school opened in September, 1857. The temporary accommodations procured, though already quite too small for the constantly increasing wants of the school, are of a highly comfortable character, and the largest that could be had. On the opening of the school, forty-three pupils immediately availed themselves of

its advantages, and entered the institution. These scholars were from all parts of the State, and, it is believed, were a larger number than ever entered any similar institution in the country at its opening. The

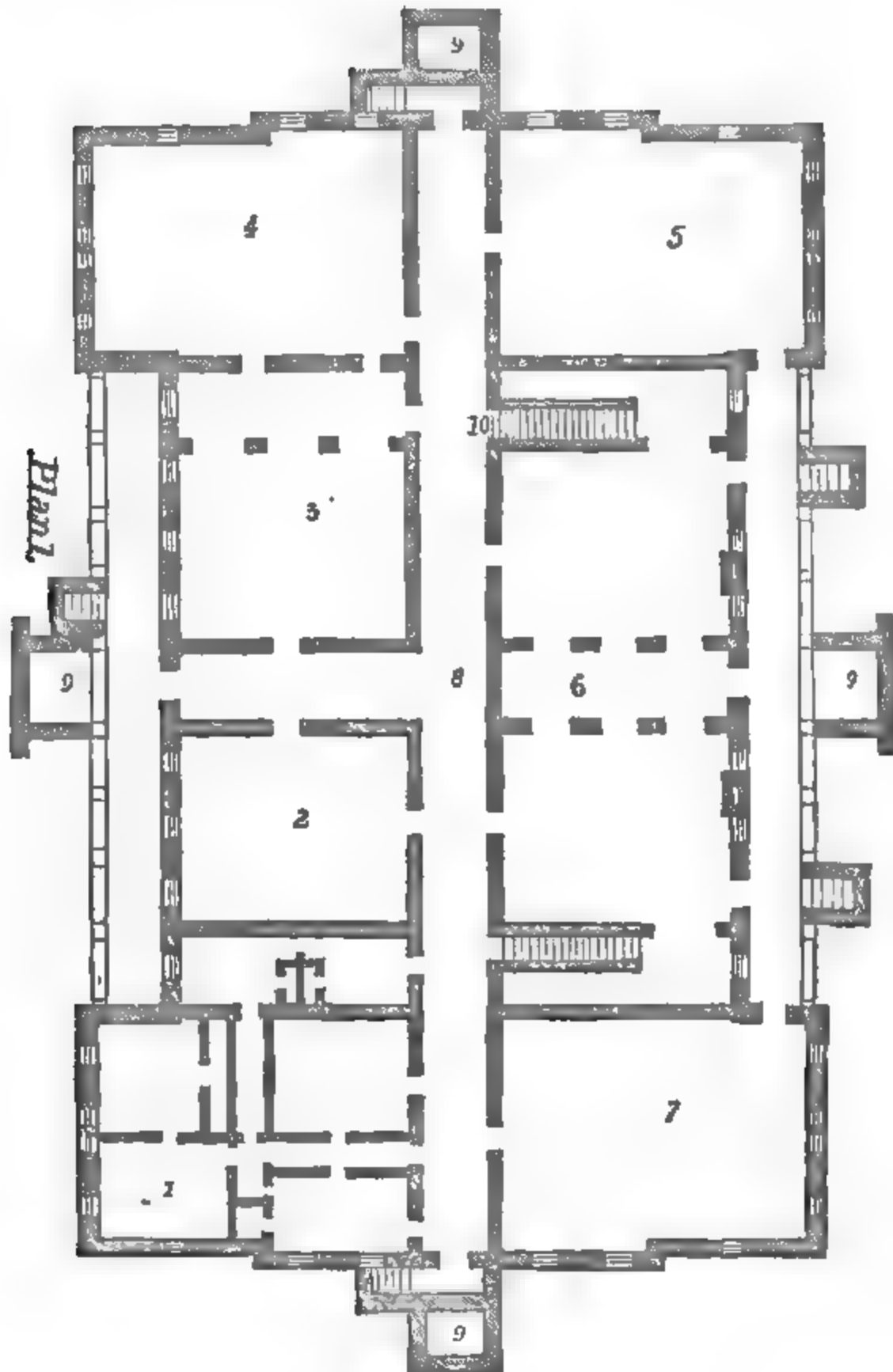


Fig. 2. PLAN OF BASEMENT.

In this story, (Fig. 2,) are the Janitor's house, (1,) consisting of a parlor, kitchen, cellar, three bedrooms, etc.; storage room (2); laboratory (3); chemical lecture room (4); boys' play room for Model School (5); boiler or furnace rooms (6); girls' play-room for Model School (7); corridor (8); filtering cisterns (9); and stairways (10).

number has been constantly increasing since, until no less than one hundred and twenty-seven young men and women have been enrolled

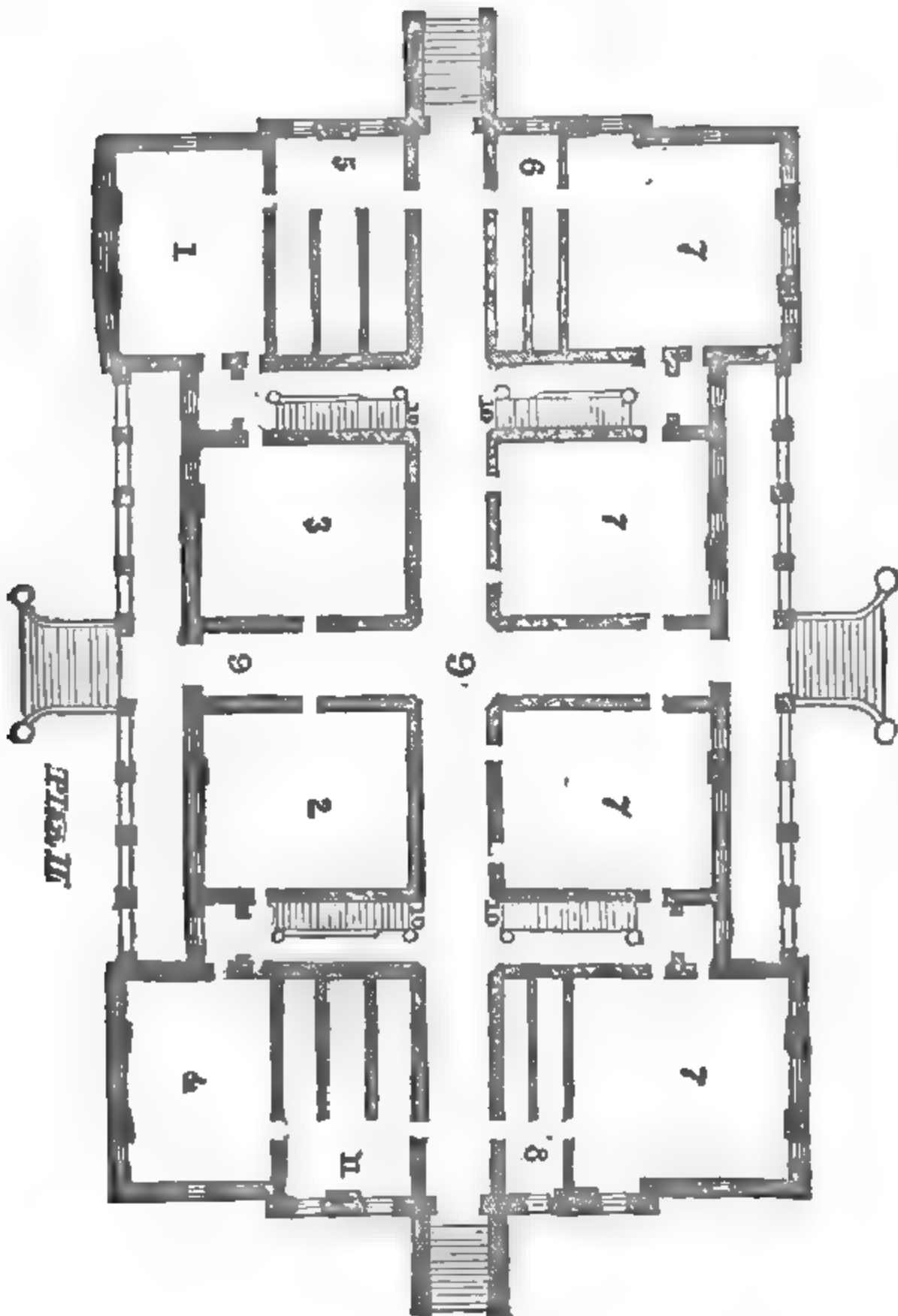


Fig. 3. PLAN OF FIRST FLOOR.

In the principal story, (Fig. 3,) 15 feet high in the clear, are the principal's room, 30ft. by 12ft. 6in. (1); the reception room, 31ft. 6in. by 27ft. (2); book and apparatus room, 31ft. 6in. by 27ft. (3); teachers' retiring room, 30ft. by 22ft. 6in. (4); gentlemen's wardrobe, 32ft. by 19ft. 9in. (5); master's wardrobe for Model School, 32ft. by 10ft. 2in. (6); Model School rooms, 23 by 32ft. and 25ft. 6in. by 37ft. 6in. (7); misses' wardrobe for Model School, 32ft. by 10ft. 2in. (8); corridors (9); and the stairways (10).

as regular scholars; ninety-eight of whom are in attendance at this time; the residue having left to teach during the winter, to procure the means to complete their course of study.

For a full view of the inside history of the school since its organization, reference is made to the reports of the Board of Education and the Principal of the University, published in the appendix to this report.

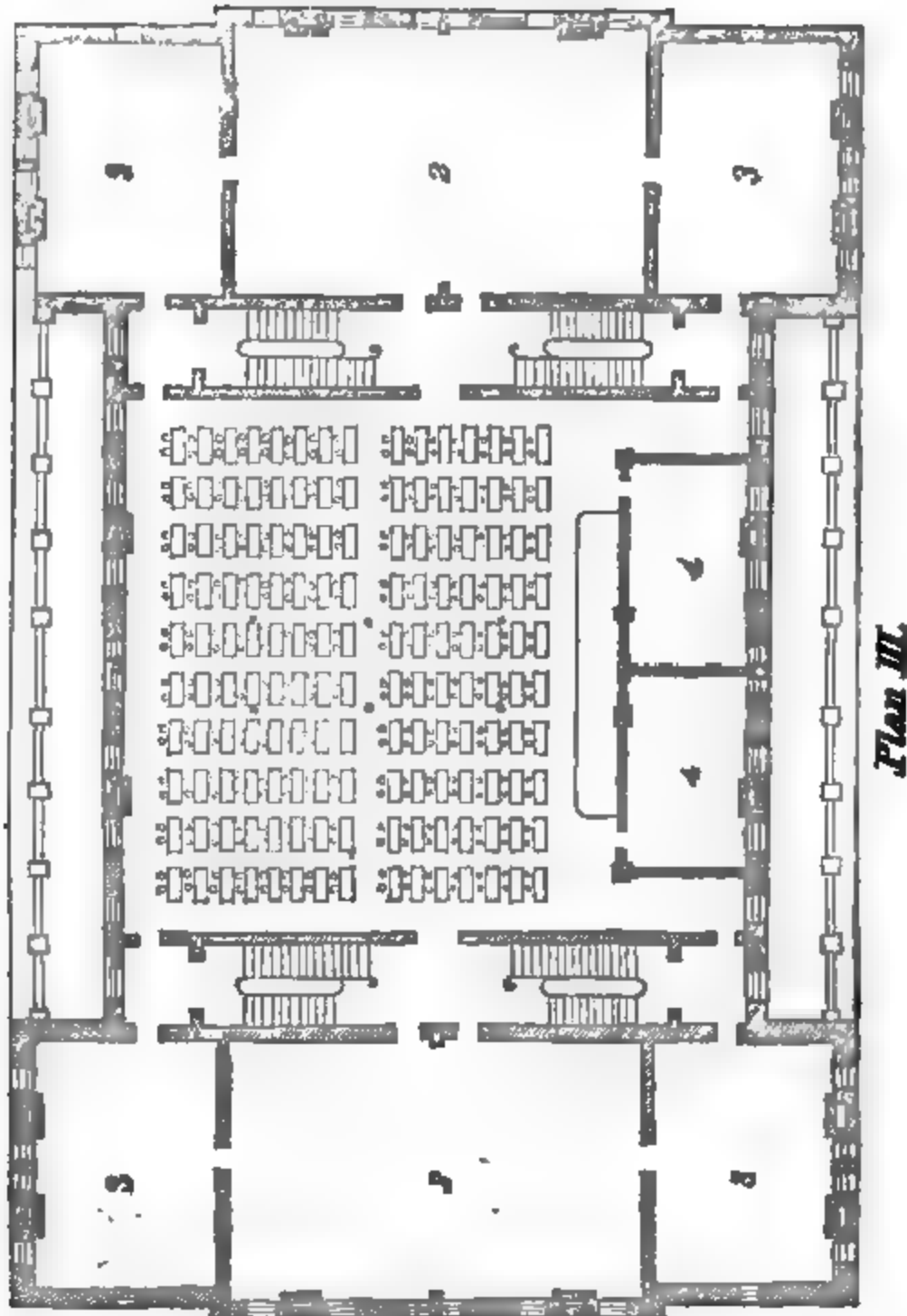


Fig. 4. PLAN OF SECOND FLOOR.

In the second story, (Fig. 4,) 16 feet high in the clear, are the Normal School room, 60 by 66ft. (1); two lecture rooms, 61 by 32ft. (2); four class rooms, 30 by 23ft. (3); two class rooms, 27 by 15ft. (4); and the stairways (5).

It is believed that no similar institution in the country has ever been organized upon a more efficient and successful basis than has this one. The teachers have been selected with the utmost discrimination, and

only on the most undoubted testimonials as to experience and ability. The standard of scholarship was fixed at the highest possible mark, and has been most persistently maintained. The discipline of the schools is also of the most rigid character; and the Board can but feel, that, whatever may be its future history, its foundation has been well laid, and

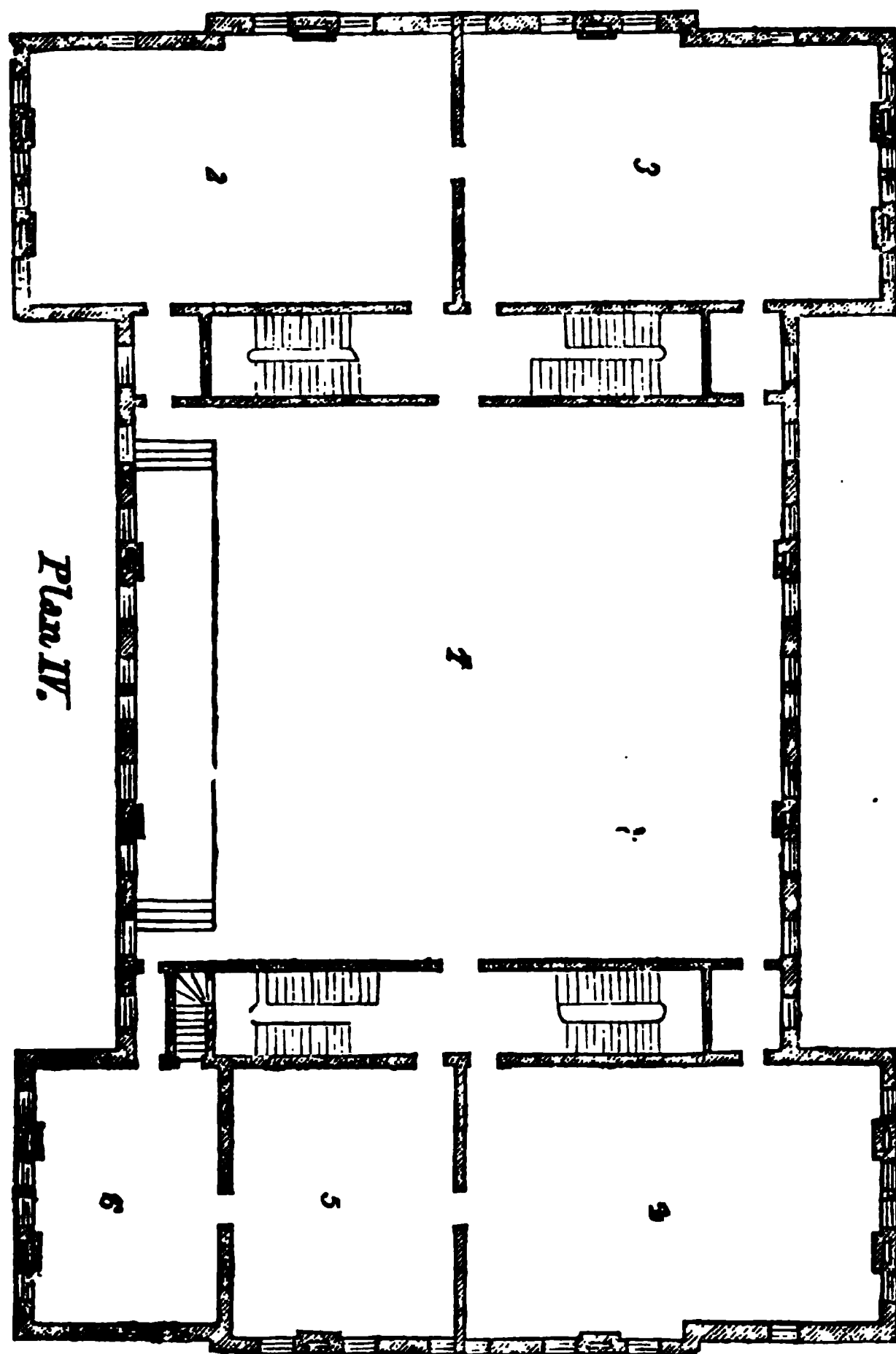


Fig. 5. PLAN OF THIRD FLOOR.

In the third story, (Fig. 5,) 20 feet high in the clear, are the Normal Hall, 65 by 75ft. (1); library, 32ft. 4in. by 48ft. 6in. (2); museum, 32ft. 4in. by 48ft. 6in. (3); gallery of painting and statuary, 32ft. 4in. by 48ft. 6in. (4); music room, 32 by 25ft. (5); and an ante-room, 32ft. 4in. by 22ft. 4in. (6).

that abundant promise is given of the highest efficiency and usefulness in the future.

Respecting the necessity for professional schools for the special training of teachers for their chosen calling in life, there, happily, no

longer exists a doubt in the minds of the enlightened educationists of the world. Wherever public opinion has become fully enlightened on the subject, teaching has come to be considered an art, to be learned as all other arts are learned, by an apprenticeship; and that special training for the profession of teaching is as indispensable as for the professions of divinity, medicine or law. So deeply seated has been this conviction in all the countries in Europe, where education is held in the highest estimation, that Normal Schools have become more numerous than any other class of professional schools; and their number is still constantly increasing. The Kingdom of Prussia alone has three hundred such schools; and even little Switzerland, with an area of only about 15,000 square miles, only three-elevenths of the extent of Illinois, supports fifteen Normal Schools, for the instruction of school teachers. The course of instruction in these schools requires three years after the student has completed his preparatory education in the primary schools. So in France, and to some extent even in England; the Normal School is as much an institution of the land as the Medical College or the Law School.

The Commonwealth of Massachusetts, as early as 1839, under the pioneership of that great leader in all the Common School movements of the country, (Hon. Horace Mann,) established the first Normal School, which, as a State institution, ever had an existence in this country. Since then she has created three others, and liberally sustains them all. And so rapidly has the noble example set by that State been followed, that nearly all the Northern, and some of the Southern States, have one, or more, Normal Schools. And it is believed that in no single instance, where such a school has been established, has it failed to realize more than all the results anticipated. The reason for this is obvious. It furnishes that kind of tuition which neither the Academy, Seminary or College can. It teaches *the art of teaching*; and this alone is the only true object of a Normal School. It is true, that, in the low state of education yet prevalent throughout the country, and with the meagre advantages enjoyed by most of those who attend such schools, it is compelled to teach what is to be taught, as well as how to teach it; but its true mission should never be lost sight of, nor its standard in any way lowered to meet the exigencies of the times. It is no substitute for any other school in the country. There should be no instruction in any branches, high or low, except what may be given incidentally to the main business of the institution. It does not propose to give instruction in arithmetic and grammar, but to teach the art of teaching arithmetic and grammar. So of all the other elemental branches. But

as the art of teaching any branch can not be successfully taught without something being learned about the branch itself, the Normal scholar will be constantly increasing his knowledge of the elements and principles of the subjects discussed, while he is acquiring the art of imparting such knowledge.

It will then be seen that the Normal School is strictly *professional* in its character; and that it in no way trenches upon the ground of any other institution. It proposes to take the scholars from the other schools, and, without attempting to increase or extend their knowledge of the branches they may have pursued, except as it may be done incidentally, to teach them the art of imparting their knowledge of those branches, as well as the true method of governing and conducting a school.

The Normal School is to the Common School what the Military and Naval Academies of the country are to the Army and Navy. The same necessity that demands of the government the establishment of such institutions, requires the State to maintain and support Normal Schools. And that necessity is the principle of self preservation. As the general government must have officers skilled in all the appliances and arts of war, to command her armies in times of danger, in order to maintain her rights against her foes; so the State must have skilled and experienced teachers to elevate and maintain the standard of the general intelligence, upon which alone rests the prosperity and perpetuity of our republican institutions. Indeed, the necessity is far more urgent in the latter than in the former case; for an educated people might defend themselves against their foes without any of the special training afforded the commanders of our present armies and navies; while it may well be doubted whether some more efficient means for the education of our common school teachers, than has been afforded in this country outside of the Normal Schools, is not vital to the existence of our free government itself.

Should it be thought advisable to connect manual labor with the instruction given in the School, ample accommodations will be afforded in the extensive grounds connected with and belonging to the institution. An experimental farm, upon a limited scale, could be carried on in connection with the School, in which the scientific principles of agriculture, horticulture, botany, &c., could be taught, should it be thought best to do so. In many of the European Normal Schools this is the case; and the male members of the school are employed at manual labor for two or three hours each day, thus not only affording them the means of acquiring a knowledge of the elemental principles of agriculture, and the necessary physical exercise, so absolutely indispensable to their

highest success as students, but they are thus enabled to meet a portion of their necessary incidental expenses at the institution, and to complete their course of study, without being compelled to leave for want of the necessary means to go further. The object, says Vehrli, the patriarch of the Swiss system, in speaking of the connection of manual labor with the Normal Schools in that favored country, is "to prepare a teacher of the people, who, whilst he is considerably elevated in mental acquirements above those among whom he will be obliged to mingle, shall thoroughly sympathise with them in their customary pursuits."

The charter of this institution expressly provides that instruction shall be given "in all branches of study which pertain to a Common School education, in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology, &c." Certainly the elements of agriculture can in no way be so well taught as *experimentally*; and besides, the requirement that instruction shall be given in all the branches pertaining to a Common School education, would seem to demand that in a State like ours, where at least three-fourths of the inhabitants are tillers of the soil, provision should be made for conveying the largest amount of experimental knowledge upon the subjects connected with the future avocations of those to be taught, consistent with the necessary mental training of those who are to teach. The object of education is to develop and perfect all the faculties of our nature, physical, intellectual and moral, and to unite them into one harmonious whole, which shall form the most perfect character of which the individual is susceptible. Especially is this desirable in the education of teachers. Those who are to fashion and form the future citizens of the State, should possess in themselves a model, more or less complete, from which they can work. They should not only be able to give all the necessary mental instruction, but to teach the practical duties of life. It is as necessary that the boy in our Common Schools, destined to the life of a farmer, should be taught the scientific admixture of soils, and the principles of practical horticulture and arborculture, as it is that he should be instructed in the art of framing sentences, or the solution of difficult mathematical problems. "So large a proportion of the community are tillers of the soil, every step of that tillage conveys so many lessons in geology, mineralogy, chemistry, meteorology, botany, natural history—indeed, the whole range of natural sciences—that simply as an illustration of most of the branches taught in the higher grades of our Schools, no better disposition of a portion of each day can be conceived, than in labors, (call them experiments if you please,) in the woods and fields. Imagine, for instance, that every School had its garden, and that the thousand

illustrations of natural science incident to its careful cultivation were made familiar to the pupil, what a source of pleasure and profit would be afforded. Trees alone, the rules of their growth, transplanting, grafting, &c., with a full knowledge of their habits and uses, would richly reward numerous excursions and experiments."

In drafting the bill incorporating the University, particular reference was had to the suggestions herein contained, and an express provision made for extending the sphere of its labor in the direction indicated. It may be asserted, without hesitation, that no teacher is fully qualified to conduct the schools in the rural districts of such a State as this, unless he possesses the knowledge necessary to render his sympathy with agriculture, and the ordinary pursuits of the farmer, of the most active kind. It may not be necessary that he should be a practical farmer, but he must understand the theory of agriculture at least, and be at all times in full sympathy with the pursuits of those whose children he labors to benefit. It is true that Agricultural Schools are being established in the various States, by which it is proposed to disseminate among the masses a knowledge of the principles of agriculture, &c., but this, so far from obviating the necessity of the kind of instruction here contended for on the part of Normal School teachers, only adds force to the suggestion. With a good Agricultural School in each congressional district in the State, capable of instructing all the inhabitants or such districts in the primary principles of good husbandry, some knowledge of that art would be, not only highly essential, but absolutely necessary on the part of the teacher who should attempt to teach a Common School in this State. Experience has everywhere demonstrated the fact that those teachers are the most successful, who, by their peculiar tact or acquirements, are enabled to get closest to the every day interests and pursuits of those among whom they teach. How can any teacher so well enlist the cordial sympathy and support of the inhabitants of an agricultural district, as by exhibiting an intelligent interest in their daily labors, suggesting improvements in their modes of agriculture, bringing to their knowledge the results of experience had elsewhere, and, generally, manifesting a ready intelligence upon, and interest in, all their occupations.

Whether it will ever be deemed advisable to so far extend the sphere of labor in this institution as to embrace a full knowledge of experimental and practical farming is perhaps uncertain; but however that may be, there certainly can be no question as to the eminent fitness and practicability of including in the course of study and labor pursued, a theoretical knowledge of the science of agriculture in all its branches,

and to illustrate, so far as may be, the information thus imparted by actual experiment.

The undersigned will not here disguise the fact that numerous objections were urged against the establishment of this institution, and that there is still a considerable party in the State, who doubt the expediency of the State extending its aid to such an enterprise. The principal grounds of objection on the part of those opposed to the passage of the act, (and the same objections apply equally now,) were—

1. That if teaching was a profession, as contended, there was no good reason why the State should assume the responsibility of educating its followers, any more than there was for its furnishing the Schools of Medicine or Law. That the same principles of private interest, and demand and supply, which prevailed in the case of the latter professions, would regulate the former.

It is a sufficient answer to this objection to assert that the State needs and must have the services of professionally educated teachers, and that in order to get them she must educate them. The inducements to enter the profession are so meagre, as compared with the other professions, that schools for the education of its followers do not and will not, for a long time to come, spring up and thrive as do other professional schools. To exist at all for the present, they must receive the aid and support of the government. And that aid and support the government should readily grant, on the principle of self-interest alone, if from no other reasons. Republican institutions can only exist among an enlightened, educated people. The Public Schools of the country are the principal mediums of furnishing such enlightenment to the masses of the people. Such schools are supported by the government. Is it not the height of wisdom on her part to furnish the teachers for such schools, fully competent in all respects to perform the difficult tasks assigned them, rather than to squander her means in the attempt to maintain a system of schools under the guidance and control of teachers but illy qualified to discharge the momentous trusts committed to their care?

2. It was contended, secondly, that the institutions already existing in the State did now furnish a large number of teachers, and could readily furnish all that would be demanded, and that, therefore, there was no necessity for establishing an additional institution like the one proposed.

To this it was answered, that while there were some good teachers who had received their preparation for teaching in the higher institutions of learning already existing in the State, the number was compa-

relatively small; and that the best of these, with an occasional exception, never attained that high standard of professional excellence deemed essential to the highest good of the Public Schools; while the great body of such teachers were but pursuing the calling for the time being, and as a stepping stone to some more lucrative employment, all of whom were either painfully conscious of their utter deficiency in the attainments and qualifications of a good teacher, or, what was still worse, stupidly ignorant of both. That those institutions did not propose to furnish the special training necessary to make skillful teachers, and that they, therefore, could not be relied on to meet the required demand.

3. That in taking the interest on the College and Seminary funds to maintain the Normal School, so much was deducted from the Common School funds of the State, and that to such an extent the Public Schools were deprived of their support.

A reference to the statistics contained in another portion of this report will show that the sum of five millions of dollars has been expended for the Public Schools of the State during the past two years, and that, of that sum nearly two millions and a half has been paid to teachers. Again, in answer to the inquiry as to the "number of well qualified teachers wanted," it is stated that two thousand six hundred and twenty-four are required. In view of the immense expenditure of money for school purposes, and the number of teachers wanted, as exhibited by the above statistics, can any one doubt the expediency and necessity of sustaining an institution at the public expense, to some extent, for the education of teachers? The amount the State contributes to the support of the Normal School is but a mere pittance, as compared to the total expenditure for school purposes; and every principle of economy and good government would seem to justify the appropriation.

4. Again, it was asked what guarantee the State would have that the pupils, educated in such an institution, would pursue the calling of teaching for any length of time, and thereby accomplish the ends sought.

To this inquiry it was answered that the instruction given in a Normal School was strictly professional in its character, and that the presence of the inmate of such an institution afforded the same guarantee that such inmate intended to pursue the calling for which the institution furnished the necessary qualifications, as the presence of an attendant at a Medical or Law School indicated that such attendant designed to practice medicine or law. It may be true that the graduates of a Normal School are better fitted to pursue many of the ordinary pursuits of life

than are the graduates of any of the other professional schools, and that therefore the temptations to engage in some such pursuit are far greater in the case of the former than in that of the latter. It is undoubtedly true that the experience acquired in the school room is of vast advantage to the possessor, who in after life should follow any other calling. The statement of the most profound of modern English writers, that "the eminent American statesmen, nearly all of whom have been school teachers in their youths, owe more to their pedagogical experience than to all other causes for their success in life," is as true as it is complimentary to the profession. Again, it is greatly to be regretted that the pecuniary inducements to remain in the profession are still in the aggregate comparatively small. This is an evil, however, that is destined, ultimately, to remedy itself. As the profession raise their standard of excellence, they will grow in the public estimation and esteem, until they will naturally command the compensation due the high services they render. To provide so far as may be against the temporary contingencies above mentioned, the applicant for admission to the Normal School is required to sign a written declaration, that he or she intends to make teaching their business, before they can be admitted to the school. Of course such a declaration amounts to nothing, except so far as the intention of the applicant is concerned at the time of admission. It may be safely assumed, however, that the graduates of the Normal School pursue the business of teaching for a longer time than the State furnishes the same graduates gratuitous instruction, and that an abundant equivalent is thus rendered, to say nothing of the influence of such teachers upon the cause of education after they may have retired from the work of teaching.

Numerous other minor objections were urged against the establishment of such an institution by those unfriendly to it, all of which operated with equal force in the other States, where such institutions prevail, and all of which dwindled away before the overshadowing importance of a great public necessity.

RESULTS.

The general results in the State, during the last two years, may be briefly summed up as follows:

1. The establishment of a State Normal University.
2. The organization of a system of School District Libraries, and the introduction of one thousand of the same into the school districts of the State.

3. The building of three thousand school houses in the various school districts of the State.

4. The sustaining of Free Schools for nearly seven months, during each of the school years, 1857 and 1858, in nearly all the school districts of the State.

5. The organization of about two thousand new school districts in the State.

6. The organization of over fifty Teachers' Institutes in the various counties of the State.

7. The conversion of over two-thirds of the Private Academies and Seminaries, which had an existence in the State two years since, into Public Graded Schools under the law.

8. The introduction of the most approved styles of School Furniture and Apparatus into a considerable number of the school districts of the State.

9. The awakening and building up of an all-powerful and constantly increasing public opinion, in all portions of the State, and especially the southern, in favor of popular education, which has no parallel in the history of the country.

If the next two years shall demonstrate as great an array of actual results, and as gratifying an increase in the educational agencies of the State, as the last two have, Illinois will occupy an educational position second to that of no other State in the Union. In resigning the laborious and difficult duties of this department into the hands of my accomplished successor, I do so with the full assurance that Illinois has taken a position in favor of the advancing and elevating educational sentiments of the age, from which she never can and never will retreat. Whatever may be the fortunes of individuals, or parties—religious or political—whatever material destiny may await this great State in the future, in all those higher concerns, upon which the well-being, glory and renown of any people must at last depend, she has laid the foundation of a destiny as brilliant as it will be enduring.

WM. H. POWELL.

APPENDIX.

REPORTS OF COUNTY SUPERINTENDENTS.

ALEXANDER.

THEBES, Nov. 10, 1858.

Superintendent of Public Instruction :

DEAR SIR:—I herewith send you reports of school treasurers. They are unsatisfactory to me; but I have done the best I could. It is an up-hill business in our county. I have tried for the last ten years. The people I think generally favorable to our present system of education; but I must confess it is badly carried out. The laws are imperfectly understood by most of school officers in the county. Hoping you may be able to make something out of my report, I remain,

Respectfully yours,

L. L. LIGHTNER,

School Commissioner.

BOND.

SCHOOL COMMISSIONERS OFFICE,
Greenville, Nov. 8, 1858.

To Hon. W. H. POWELL,

Superintendent of Public Instruction:

DEAR SIR—Accompanying this, I inclose to you my statistical report of the condition of schools in this county for the two years ending October 1, 1858.

The reports from the several townships have contained but one suggestion in the way of an amendment to the present law, and that is that the apportionment of funds by the township trustees should be made *pro rata*, according to the number of children in the districts in which schools have been kept, instead of according to the number of days' attendance at the several schools, as is the case at present. This change is urged, mainly for the reason that it would favor the weaker districts in which the attendance is not usually so large in proportion to the population, and in which also, schools cannot be maintained for so large a portion of the year. It appears to the undersigned that this reason has considerable weight. There are some points in which the school law now in force is judged to need amendment, without affecting its essential and characteristic features.

1. The principle should be recognized that the "laborer is worthy of his hire." A community has no more right to exact labor without reward, when that labor is intended for the public good, than a private member of the community when it results to his individual interest. Indeed the neglect of this maxim of right and justice, is less excusable in a community, because it is better able than an individual to render a suitable remuneration. The provision in any law, that is in conflict with this plain principle of natural right and justice, is indefensible and should be repealed. It is equally in conflict with the Divine law, which forbade the muzzling of the "ox that treadeth out the corn." Moreover it is in conflict with good policy and true wisdom. We have no right to expect that *unpaid* or *half-paid* labor will be well and promptly performed. This view has a bearing upon the question as to the best "supervision of schools." Within reasonable limits *that* will be best which is best paid for. We cannot expect the penalty of the law to be exacted of directors for their failure to visit schools, when the conscience of every man whispers, "you have no right to punish a man for the refusal to labor, when you have demanded of him unrequited toil." Now, as a fact, a very large amount of labor is demanded of county clerks, directors, trustees, treasurers and commissioners, without any adequate remuneration.

2. The time for the election of directors should be changed. The election occurs at the very commencement of the school year, and also at the very time the winter term of schools commences. The old board often defer to make contracts with teachers and other necessary arrangements for schools, until their successors are chosen. The new board, in many cases, requires several weeks to understand the nature of their duties and the wants of their district. Thus a considerable period of the best time to engage teachers, and put the school in operation, passes unimproved, to the serious detriment of the district. All difficulty might be obviated if the election day were fixed a month or more earlier.

3. The undersigned would deem it a matter of much importance to the school funds of the townships and counties, if a well devised form of a *deed of trust*, could be substituted for the present form of *mortgage* for the security of loans. The foreclosure of mortgages not only requires delay and the intervention of the courts, but is expensive. It is supposed that the average expense of foreclosing mortgages will not be less than ten dollars. (\$10.) The aggregate amount of such expenses in the whole State is a very serious tax upon our school funds, which might just as well be obviated.

4. The undersigned would deem it an improvement of our school law if the requirement of a certificate of character and qualification to teach, were altogether stricken out. The examination made by the commissioner, or his assistants, can determine only the question of scholarship; and this, not always satisfactorily. There are several other essential qualifications of the successful teacher; and hence the candidate for the position of teacher may pass a tolerable examination on the seven branches named in the law, and yet miserably fail in the school room. Let the directors and patrons of the school feel that the entire responsibility of selecting the teacher rests upon *them*, as the parties interested in his success, and it is believed that such appointments will be made more carefully and judiciously than under the present system. Then the previous character as a successful teacher, or the known talent and qualification of the individual who aspires to be the educator of the youth of a neighborhood, would be the basis of his appointment. Why should *one* man in a county have the privilege and the responsibility of saying who shall, or who shall not, be the teachers of all the children in the county? In the democratic character of our institutions we allow the people to choose their officers of almost every

other class. Why not trust them *alone* with the selection of the proper persons to teach their children?

5. Our school law is generally believed to be much too long. A plainer, briefer, simpler statute, setting forth only a few leading principles and rules would, it is believed, meet the wants of our people, and be managed much more successfully in its practical operation.

In regard to the statistical report, there are some points on which it is not full or accurate.

For example, the number of well qualified teachers, and the additional number needed. Most of the treasurers say they cannot answer this question. My opinion is that we have about forty well qualified teachers in this county, and that we need about twenty more.

"The amount of fines received "from justices of the peace" is given in the report; but this is quite a small part of the fines received by this office. Much the larger amount comes from the circuit court, through the sheriff or clerk.

The total amount of fines received is as follows:

For year ending October 1, 1857,.....	\$287 00
" " " " 1, 1858,.....	309 00

Total,\$596 00

Respectfully submitted,

THOS. W. HYNES,
School Commissioner.

BOONE.

SCHOOL COMMISSIONER'S OFFICE,
November 17, 1858.

To the Superintendent of Public Instruction:

SIR—Mr. L. W. Lawrence, township treasurer, says: The law should require the directors to take a census of the children. Great complaint is made, and I think justly, of the unjust distribution of the funds. The law requires the whole amount of funds on hand in April and October, to be distributed, and the balance, if any, after paying teachers, to be placed to the credit of the district. The greatest amount by far is distributed in April. The consequence is, that some districts have an increasing surplus, while others are burdened with taxation, and are yet in debt. The law should distribute an amount sufficient to pay the teachers in April; the balance should be distributed in October, on the summer schedule; no district receiving more than the schedule calls for.

Mr. P. S. Crittenden, township treasurer, expresses the same idea.

The trustees of the town of Boone express the same sentiment; also, that the township trustees should be elected at the regular town meeting in the spring; as it is, we cannot get the people to go to the election; sometimes not enough to form a board. I think this last proposition very necessary.

Respectfully submitted,

J. B. TINKER,
School Commissioner.

BROWN.

MT. STERLING, November 8, 1858.

To the Superintendent of Public Instruction :

SIR—I submit to you herewith my biennial report of the condition of schools in Brown county, for the past two years, which, though not so full as I could wish it, is as complete as I could make it. It is a difficult matter to get the necessary information from the different townships, without going to the trouble and expense of sending a competent person to the several townships, expressly for that purpose. I think, however, you will find the statistics herewith furnished more complete than we have hitherto been able to send you from this county. Our common school system is yet in its infancy, and, though the law is evidently defective in some of its parts, yet, when its details come to be more thoroughly understood by our school officers and people, it will evidently work well. One great difficulty hitherto in the way of the system has been the frequent changes in the school law; for all experience demonstrates the fact that any law, to be *effective*, should be *permanent*; and yet, while this is the case, there are a few amendments I think should be made to our present law. I think the manner of distributing the funds of townships should be changed so as to carry out the same principle that is observed in distributing the State fund to counties, and also in distributing county funds to townships. If the principle be a correct one, I can see no good reason why it should not run throughout the law. I would also suggest that, that part of the law requiring districts to keep a six months school be repealed, and that each district be allowed its share of the funds, with full power to apply it in the manner that shall seem most suitable to the directors in keeping up schools in the district. Then let the citizens of the district have the power, by a vote, to levy such tax as the wants of the district may require, for the purpose of extending terms of school after the regular fund is exhausted. I believe that all political power emanates from the people, and should be only delegated by them when the exercise of that power by them is impracticable; hence, when the people can meet and act in a primary capacity they should certainly be permitted to do so. It seems to me that none are so well able to judge of the wants of a district or of the ability of its citizens to pay taxes as the people themselves. That provision of our school law which makes it obligatory upon each district to keep a six months school, in each year is looked upon with a jealous eye by many of our citizens, and is regarded as being a little too compulsory to suit the genius of our free institutions; and so long as this provision of our law is looked on with distrust or dislike by any considerable number of our citizens, so long will it weigh like an incubus upon the system. Our people are overburdened with taxes, and the present law, in some of its features, operates hardly upon those who are least able to bear it—the citizens of thinly populated districts—an evil which our legislature, by all means, should seek to remedy. It seems to me that the plan I have suggested, to distribute the funds to the districts in the same manner they are distributed to the townships, would partially obviate this objection to the law, and the repeal of that part of the law requiring districts to keep a six months school, and leaving the power to levy school taxes in the hands of the people, where it properly belongs, would effectually remedy it. In speaking of the practical operation of our school law, I deem it proper to call your attention to the office of school commissioner. The present law, whilst requiring onerous duties at the hands of the school commissioner, makes no provision for an adequate compensation to him for his labor.

Whilst this is suffered to remain so, no one can be expected to discharge the duties of that office as they should be discharged. I regard that as the most important office in the county, and one that should command the services of the best talent and ability the county affords. If the compensation of school commissioners was such that it would command the services of an active and efficient man and then require him to devote the whole, or at least the greater part of his time in superintending the schools in his county, I think it would give an impulse to the cause of education in our State which has never yet been felt or seen. By devoting his whole time to the subject of education and our common schools, he would be able to develop the practical operation of the system, and would be the efficient counselor of all the school officers in the county. He might be required to visit all the schools in his county at least once in each quarter, and give as many lectures upon the subject of education in each district as his other duties would permit. This would give vitality to the system, and would secure, what we all desire, a full, complete and faithful administration of the school law.

Having been connected with our schools for more than twenty years, and having closely watched the operation of every school law we have had within that period, I am satisfied that, though we have the germ of a good system, a great deal remains to be done to bring the system to that perfection which is so very desirable. By avoiding the mistakes of the past, and availing ourselves of the benefits of experience, we may hope to fully develop a system of education that shall be productive of great and glorious results. It is a duty we owe to society, to ourselves, to our children, and to unborn generations, to foster and cherish the cause of education and the system of common schools, until every district and every neighborhood in our State shall rejoice in the advantages of a school, and until the system shall become firmly established in our land, and its foundations deeply laid in the affections of our people, its shaft, like some classic structure, shall stand up in all its beautiful and magnificent proportions, the palladium of our liberties, the pride of our State, and the crowning glory of a free and happy people.

A. A. GLENN,
School Commissioner.

BUREAU.

SCHOOL COMMISSIONER'S OFFICE,
November 8, 1858.

To the HON. W. H. POWELL,
State Superintendent of Public Instruction :

I have, after a great deal of writing and sending messages to the different township treasurers, secured reports from all of them. I was obliged, however, to send a messenger for one of them, and that is the reason why the report was so late. If I should ever send another report to your department, it will go earlier, if I have to see every board of trustees in the county. I will not wait, as I have done this time. We have just had a first rate institute here—about one hundred teachers in attendance—although the weather was most horrible, we continued our Quarterly Institute as last year.

I have the pleasure of offering my report. It is not as full as I could desire, but the best that I can produce under the circumstances. Our school interest is rising and extending. I expect to visit schools this winter, thoroughly. I

have, considerably, the summer past, and the people are anxious to have me visit more than I do. I receive the \$2 per diem; but that is not enough; it costs that to travel. I cannot make myself "good" for my trouble and time devoted to the work; the remuneration is inadequate. I have made sacrifices, and expect to do so again, but the office deserves a good salary as well as county clerks or sheriffs—both of which offices in this county are worth from \$1,500 to \$2,000 per annum. Moreover, this is work that should be done. The school cause requires the supervision, labor and thought of one good man in each county all the time, and the county can well afford to pay for such work.

I offer the following remarks and suggestions which occur to my mind in working the *machinery* in this county.

1st. The present law should be carefully revised and pruned. It is quite ambiguous at present, and few men can understand it. This I presume you will see to.

2d. School directors, and perhaps trustees, should be elected for three years, and one go out each year; thus securing a board who know something of their duties all the time in office. This is the desire of this county.

3d. Directors should be required to make the necessary enumeration, to be furnished the township treasurer; then we can have full and reliable reports.

4th. Yearly reports should be made out, or, only once in two years; and not try to furnish, at the end of two years, a report for each year.

5th. This I regard of vital importance, to wit: the beginning of the school year. It works great inconvenience and damage commencing as it now does in October. I think the first Monday in September greatly to be preferred. I know it would be in this county,

6th. Some of our best men think they lose money in giving to township treasurers the 2 per cent. on moneys raised by directors, as they have all the responsibility of keeping and caring for it as they do other funds—and the risk accompanying it is something.

7th. Many desire to have the election of directors simplified—made more easy.

But I must close, hoping that something will be done in the right direction this winter.

All of which is respectfully submitted.

C. P. ALLEN,
School Commissioner.

CHAMPAIGN.

SCHOOL COMMISSIONER'S OFFICE,
November 12, 1858.

MR. POWELL:

DEAR SIR—I never undertook a more complicated job than making out this report. It is almost, or quite, impossible, to make it correct, from the fact that we have very little reliable data. Treasurer's books have been kept in such a loose way that I can tell almost nothing about them. I have visited many of them in person; hence the delay in sending in the report. We hope to remedy this by getting new treasurers' books. Our schools are gaining fast. Our graded schools are doing finely. The people evince a good degree of interest.

Some wish the school law so modified that the directors can hold office three years and one go out of office at a time, so that the board may not be wholly new. Others think that six months school should not be exacted, where the districts are sparsely settled. All say that the law should be so changed that the school commissioner should receive compensation for visitation of schools. My time has been wholly occupied with school matters since I took the office, and you know a man will lose money in that business. Hoping that the legislature will make it a living business next winter,

I remain respectfully yours,

T. R. LEAL,
School Commissioner.

CHRISTIAN.

To the Superintendent of Public Instruction :

DEAR SIR—The foregoing report does not exhibit the real condition of the schools of this county. School officers have not become familiar with the present law, and of course their reports are meagre—presenting less than perfect reports would do. Especially that part of the report embracing the year 1857. I have reported them to you as they have been reported to me. Many items were omitted which makes it appear like there is a great difference between the two years—much greater than the fact. It appears to me that our school law ought to be abridged, for as it now stands upon our statutes, the school officers are complaining that they cannot understand it well enough to do their duty as they ought to. I will suggest one idea to your honor: Where there is a school district made out of several townships, I think it would be to the convenience of the citizens of said district to have a district organization. Let them have their treasurer and board of education, and draw their money from the commissioner. It would save trouble and time. We have one school district that embraces part of four townships, consequently they have to draw orders on four treasurers instead of one. In conclusion, it affords me much satisfaction to be able to state that in my judgment the condition of the common schools of Christian county is improving.

Yours respectfully,

S. S. CISNA,
School Commissioner.

COOK.

SCHOOL COMMISSIONER'S OFFICE,
November 27, 1853.

To the Superintendent of Public Instruction :

SIR—The following suggestions have been submitted by the treasurers:

"I think that the school law should be so altered, that districts formed out of portions of two or more townships, may be changed at an adjourned meeting of

the trustees, for it is not possible for trustees of different townships to act in conjunction on the days of their regular meetings."

"If reports of this kind are to be made for each year, I think it would be less trouble, and far greater accuracy would be attained, to have the report for each year made up separately, and during the year so reported."

GEO. SCOVILLE, *Township Treasurer.*

I fully concur in the above.

WM. L. GREENLEAF.

"I would suggest that the law be altered as it was in 1854, for the trustees to levy the tax to pay teachers; while it was in operation it worked admirably in this town; but since the directors have levied it, there has been nothing but confusion. Some districts levy none, and other districts too much, and very few specify what it is for."

ROBT. J. EDBROOK, *Treasurer, T. 40, R. 13 E.*

"As to the operation of the school law, we are not prepared to point out any particular defects—all seem to be tolerably well satisfied with it. If we were to suggest any change it would be in reference to the manner of levying and collecting taxes. Instead of having them assessed by the county clerk, we would have them levied and collected by the district officers, as is done in some of the older states. This plan might not work so well in townships where there is much land owned by non-residents, but in this town, (41 N. 9 E) at least, it would be far more convenient

"It is respectfully suggested that the time of holding the annual district meeting should be on the first Tuesday after the first Monday of October."

D. BISHOP.

WM. L. GREENLEAF,
School Commissioner.

DEKALB.

SYCAMORE, *November 12, 1858.*

WM. H. POWELL, Esq.,

Superintendent of Common Schools:

MY DEAR SIR—Enclosed I send you my report, which you will find not very full. The returns from township treasurers were very imperfect. I sent several back to be corrected, but the last returns that I received came so late that I had not time, as the last are just in. I much regret that I could not send you a more perfect and reliable report.

In regard to alterations in the school law, I would suggest that school directors hold their office for three years, one to be elected each year—at the first election the directors draw for the length of their term, one holding one year, one two years, and the other three. In so doing we should have one or more experienced directors in office all the time. As it is, the business of directors is frequently very imperfectly done for want of experience. I would also suggest the importance of a more perfect supervision of schools in some way, perhaps by making the office of commissioner a salaried one. I would not recommend any important alteration in the law, as school officers are just beginning to understand it.

I would also consider it very important that all the laws relating to schools be embodied in one pamphlet and distributed to school officers, as I suppose

that there is old school laws in force not contained in the law passed in 1857, which should be embodied in one book, and accessible to all school officers, containing also the official expositions of the law made by your department. There is also contradictory clauses in the present law, which would require correcting.

Yours truly,
JAMES HARRINGTON,
School Commissioner.

EDGAR.

PARIS, November 24, 1858.

Mr. W. H. POWELL,
Superintendent of Public Instruction:

DEAR SIR—Accompanying this are my reports for the years 1857 and 1858. I am sorry to say that they have been delayed, partly through inadvertence of my own, in mistaking the time fixed for them to be handed in to be the 25th, instead of the 15th. They are not so full and perfect as I desired them to be. I was in hopes that I could make the report for this year, at least, full and complete in every particular; but I have not succeeded. It seems to be impossible, almost, to get township treasurers to answer questions, the utility of which they do not understand. From one township I have no report; and there never has been any made to this office. The treasurer lives in Coles county; the school section is in that county, and, I am inclined to think, all the settlements. I do not believe that there are any school districts in that township in this county. Two other townships which lie partly in other counties have made very incomplete returns. From all these I have taken steps to get fuller returns, but they will now come in too late to avail anything, I fear. If, however, they come in, in a few days, I shall venture to send them up to you, in order that if you can insert the figures, you may do so.

The township treasurers, in their reports to me, have said but little in regard to the working of the present school law—the most of them nothing at all. One suggests that school directors and township trustees should be elected for a longer term of office, say three years; that the law should provide specifically for the directors to take an enumeration of the white male children in their respective districts every year, to be reported to the township treasurer. Another thinks there should be a township superintendent. The complaints which I hear are mostly in regard to the details of our system; a few, only, attack its leading features, and those are persons who are opposed to common schools altogether.

Under the present law there has been a great improvement in the schools of this county, and an increased interest is awakened in their behalf, the districts are erecting good, comfortable school houses, and I do not fear but that Edgar county will take a high stand in educational matters hereafter. The great want that is felt here now is for well qualified teachers. With that supplied our schools will flourish. If our school law could be made more simple in its details it would be well, but no great alterations should be made, for the men who have to execute it do not care to be learning new ways of doing business every year or two. Without any amendments, or with but very few, I think our people will get to understand its provisions, and learn to work well under them.

Very respectfully,

SHERIDAN P. READ.

EDWARDS COUNTY.

SCHOOL COMMISSIONER'S OFFICE,
November 24, 1858.

To the Superintendent of Public Instruction :

SIR—I am a few days later than I intended, owing to visiting a daughter at Jacksonville in affliction. I was absent until yesterday. The treasurers report very imperfectly—only one column for both years, very often not answering the questions, so that it is quite difficult to make mine correct.

In proof of the utility and wisdom of the free school system, I will mention that one township in this county the year previous to its adoption, had no school of any kind during the whole year, has the past year built five new school houses, taxing themselves to pay for the same.

I have, within the last four weeks, been in fifteen counties of this State, and new and neat school houses present themselves every few miles.

CYRUS RICE,
School Commissioner.

EFFINGHAM.

SCHOOL COMMISSIONER'S OFFICE.
October 30, 1858.

*To Wm. H. POWELL, Esq.,
Superintendent of Public Instruction :*

SIR—In submitting the within report, I humbly submit the following suggestions with regard to the working of the present school law. I would respectfully suggest the following amendments: That the present school law be so amended that the two mill tax be increased to three mills, and that the power to levy a district tax by the directors be abolished, except for the purpose of repairing and building school houses; and that the state and township funds be apportioned to each district, on the first Monday in April, in proportion to the enumeration of each district, to be used by the directors of each district at such time in the year as they may think proper, in the place of being apportioned according to the number of days taught. I strongly wish for an alteration in the law with regard to the last point, having witnessed in numerous cases the serious difficulties that arise from the present system of apportionment.

All this is humbly submitted for your consideration.

JOHN B. CARPENTER,
School Commissioner.

FRANKLIN.

BENTON, November 8, 1858.

WM. H. POWELL,

Superintendent of Public Instruction :

SIR—In accordance with your suggestions that I should point out the defects in the workings of the present school system, that have come under my individual notice, I herewith submit the following, and would humbly suggest the following remedies, to wit:

1st. There seems to be too many officers. I would suggest that the part of the law requiring school directors to be elected in each school district be done away with, and that the township trustees have the entire management of schools in their respective townships; and that the law be so amended as to allow them a reasonable compensation for their trouble, in the management of schools.

2nd. I would suggest that the law be so amended as to require each school teacher employed to teach a school, under this law, to teach eight hours per day and sixty-five days for a quarter; also, that it require them, in making out and certifying to their schedules, to return the male and females on separate schedules, so that in making out the report from each township treasurer to the school commissioner the statistical information would be more readily obtained.

3d. Section 45 of the school law provides that the county clerk shall file all levies and assessments in his office; also, that he shall carry the tax out in the collector's book, on each tax payer's property, and also states that he shall make out and deliver to each township treasurer the amount that may be due each township or district. It provides that he shall make the same out in the form of a certificate and deliver them to each township treasurer, when called for. I would suggest that the law be so amended as to allow each county clerk the same fees for doing such work as is allowed by law to him for other and similar duties.

Respectfully yours,

JOHN WARD,

School Commissioner.

FULTON.

CANTON, Nov. 15, 1858.

To the Superintendent of Public Instruction :

SIR—Accompanying this you will find a statistical report of the condition of schools in this county. It is a source of gratification to me, to be able to assure you that the principle of *free schools* is permanently established in this region. Every year seems to bring to it more friends and warmer supporters. Some are yet opposed, but it is because of what they conceive to be injustice in its workings. Wherever that opposition has been tested, as it has been in three places in this county, the friends of free schools have triumphed by a large majority vote.

Visitation of schools has been more frequent in the last two years, than ever before; indeed, the public mind seems at last to have been turned towards the great importance of having *efficient* men as directors. On the first Monday in Oct. last, nearly every district in this county held an election, and a much larger vote was polled than ever before for directors. This to my mind is the most significant fact of the times; showing that the people are waking up to the importance of having the school law efficiently executed. Considering the fac

that Fulton county has had a greater number of schools than any other county in the state, it is a source of satisfaction to find an increasing desire on the part of school officers to know and perform their duties.

Since my last report, I have visited about half the schools in the county, nearly half the time receiving no remuneration for the service performed or expense incurred. It is true the board of supervisors passed an order for paying me \$2 per day, as the law of '55 allowed; but a certain radical wiseacre, quibbling as to the right of the county thus to appropriate money, and that the benefit would be unequally bestowed, because all the schools could not be supervised in the limited time, succeeded by a small vote in getting the order rescinded. The same individual, with others, afraid of "hard times," voted down an appeal to aid our county institute. My opinion is, that long before our schools shall reach their acme of usefulness, thorough supervision must be given—that the *thousands* paid for labor, require the *tens* to be expended in seeing the work well and faithfully performed." And such is as true economy in school matters, as in any other undertaking in life. I trust the committee appointed by our state association, to petition the next legislature on this subject, will labor with firmness and discretion, and that their prayer will be favorably heard. It must be! it must ere long! We must have better supervision or the increasing vitality of our system, will become palsied.

As to asking the next assembly to change the school law in any general feature, I agree with the tenor of your circular of January last. I believe that the law would be considered better, if it were better understood. There is, however, one serious objection to its provisions, which calls for change at our next legislature. The provision for forming a district out of two or more townships should be so amended as to provide for a petition of the inhabitants in the territory to be affected, which should set forth all the material facts; three copies of which should be posted in each of the different districts. The petition should be acted upon by the several township boards at their several places of meeting, and in April, if a majority of each board favor the petition, the district should be formed. We find by experience that the present provision is never complied with by trustees, in that it is impracticable for them to meet in conjunction, as they are required to meet with their treasurer on the same day, to apportion funds and examine his books, and because of the distance they are generally required to travel. It is thus that days and weeks of effort to get a district formed from two or more townships, have been spent in vain; for not a district has thus been legally formed under the present law, of which I have been advised. Districts should only be changed at the April meeting, because the *ad valorem* tax is to be estimated and returned by July, and the *status* of the districts should remain as at the time when their expenses are estimated and provision made for their payment—otherwise much disarrangement is occasioned, and many debts remain unpaid—the teacher generally "footing the bills" for all deficiencies.

Other suggestions might be made, but I deem it proper to name no more at this time, believing that stability is to be preferred to minor benefits and constant change. We had better endure lesser evils than endanger, even by possibility, the permanency of our noble scheme of free education for all. Let us hold on to that which we have, until greater experience and the manifest destiny of the state of which we are so justly proud, shall imperatively demand a thorough revision of detail. In the meantime, that every educational laborer may work—may "nobly work!" in the cause of universal education, which is first and foremost in advancing the true peace and prosperity of a great people, is the living desire of

Yours truly,

WM. H. HASKELL,
School Commissioner.

GRUNDY.

Remarks of the Treasurer of Township No. 31, R. 6.—There has been seventy-four dollars and ninety-three cents raised in this town to build and furnish school house in district No. 5, and the same amount paid out. The school house is in town 32 R. 6, a union district. And of the amount paid by me for teachers' wages there has been in the two years \$186 67 paid on schedules taught out of this town.

Remarks by the Treasurer of Township No. 32, R. 6.—In this as in the other report, statistics are wanting to complete this report; but it is to be hoped in future this deficiency will be obviated. Of libraries, we are sorry to say, but one is found in our township. The pressure of the times will account for our not purchasing libraries this summer. We hope to give a better account of our township next time. It will be observed that the amount of money expended for school purposes during the last year fall short of the years previous, from the fact of the new law not getting into the hands of district directors in season for them to make out the required papers and present them to the county clerk, In consequence, the number of months taught in the township were not as many as they otherwise would have been. As to the number of well qualified teachers, we are pained to say, they fall short in numbers of the requirements of the township. A few good teachers have been and are with us, but the larger portion are but illy qualified to assume the responsibility of teachers. We are in comparatively a new settled county, and many of us are involved in debt, but we trust a few years more and our educational interests will receive all the attention which they so richly merit. Libraries and school apparatus will be purchased and we hope to have competent teachers for all our schools. The present school law operates, perhaps, as well as any other state school law. From the very nature of the case, no school law can be enacted, which will give universal satisfaction, which will operate equally on the whole community. The impediments are insurmountable, and hence approximate perfection is all that can be reasonably looked for.

Report of the Treasurer of Township No. 33, R. 6.—A portion of the amount of teachers' wages have been paid by parents and guardians, in consequence of neglect of trustees, (now out of office,) not levying tax in 1856 for school purposes for 1857, the law having been altered by the legislature of 1857, and the school directors not having been furnished with the school laws in due time.

N. B. The school land now remaining unsold is nearly worthless, caused by the leakage of the Illinois and Michigan canal.

Remarks of the Treasurer of Township No. 33, R. 7.—I would suggest, and that too most respectfully, that about 200 more questions be added to the *short* list here propounded. I think the most of them *might* be answered with as *much* certainty and they might elicit a fund of information that could not in any way be of any benefit to any human being. How it can be expected that a township officer can ascertain how many private schools are taught in his township, or how many scholars attend such schools, is more than I know, and whether private schools here mean those taught for music, singing, dancing, boxing and the sword exercise, or merely mean to learn the alphabet, or what, it is difficult to determine. And many more questions in the list ask for information that it is out of the power of any person to give, without expending more time and expense than could be reasonably expected for any person to expend that works without pay. The most sensible remark that can be made on this page of remarks is, that the wishes of the whole community are that the present school law be repealed, and one short, simple and sensible be adopted in lieu of it, one that *common* men of common sense could understand and

carry into effect, without employing a person learned in the law to explain and make mystification more mystified.

Remarks of the Treasurer of Township No. 33, R. 8.—The whole amount—the number of days taught in this township since the year ending, or the year commencing the first Monday of October last is 2,080 days, as per schedules. No schedules for the year ending for 1857.

Remarks of the Treasurer of Township No. 34, R. 6.—Suggestion 1. The board of directors are not required to furnish the necessary information to enable the trustees to make their biennial report. 2. The fee allowed the commissioners, and to be paid by the successful candidate for teaching, seems to amount to a bribe, and the standard of qualification in danger of being much lowered thereby. Remedy: Let the county pay the officer the same fee in case a certificate is denied which the candidate is required to pay if successful.

Remarks of the Treasurer of Township 34, R. 6.—Suggestion 1st: The board of directors are not required to furnish the necessary information to enable the trustees to make their biennial report. 2d: The fee allowed the commissioner, and to be paid by the successful candidate for teaching, seems to amount to a bribe, and the standard of qualification in danger of being much lowered thereby. Remedy: Let the county pay the officers the same fee in case a certificate is denied which the candidate is required to pay if successful.

Remarks of the Treasurer of Township No. 34, R. 7.—You will perceive that there is but four school houses in said town; we therefore pay out moneys, some considerable, to schools out of town and out of the said districts that have no school houses. There appears to be at present quite an excitement in town for organizing and building school houses. I think there will be two or three built next season. There appears to be a good deal of complaint among the tax payers, that there is too high wages paid for teachers. This injures our free school system in this vicinity. Girls, with common education and rather poor teachers at that, get their one dollar per day, or for six hours, while the girls that labor with families the whole day, get but \$1 50 and \$2 per week. This makes tax payers grumble. If some means could be devised to create and make better teachers, then the line between the teacher and laborer would be more distinct. The good teacher should be well paid for his labor; but the poor one is good for nothing; the wages is all they want and care about; this makes poor schools.

Remarks of the Treasurer of Township No 34, R. 8.—I have endeavored to make this list out to the best of my means left me. It has been a custom with some of the directors in the year that this was made out for to be present at the trustees' meeting and carry off some of their schedules after the distribution of the school funds; therefore, I am not able to make it out as correct as I should wish. You will find the other, ending October 1, 1858, quite correct, trust.

HAMILTON.

November 1, 1858.

WM. H. POWELL,

Superintendent of Public Instruction:

SIR—Under the interrogatory, "Amount of state or common school fund received by the township treasurers," all of the treasurers have reported the school, college and seminary fund and the state school tax, (or two mill tax.) Not being able to determine whether it was correct or not, I add the amount received: Amount of state school tax certificate, \$5,094 16, for 1857—paid

out 1858. Amount of school, college and seminary fund, \$327 65, for 1857—paid out 1858. Amount of state school tax fund, \$4.531 21, for 1856—paid out 1857. Amount school, college and seminary, \$385 23, for 1856—paid out 1857. I have given you a statement of all the school land sold in this county, in the report of 1857. All the school land has been sold, but none of it in the last two years. The school land of town 3, range 5, 6 and 7, was sold in Wayne county; but the half townships of town 3, have likely received their share of the money for which it sold: how much, the Wayne county report will perhaps inform you, as I have no way of finding out. About two years since, there was a donation made by the county commissioners, a part of the avails of the sales of swamp lands, of \$1,200 to each township, and this last year of \$800 more to each township.

School teachers have been very scarce, that is, first rate ones. Most of the applicants may be called second rate; but we have been obliged to give certificates to a class which might be called third or fourth rate; which would not have been used if better ones could have been obtained. But more able teachers are increasing in number, and we hope soon to have better.

S. RATHBONE,

School Commissioner.

HENRY.

SCHOOL COMMISSIONER'S OFFICE,
Galva, Nov. 6, 1858.

WM. H. POWELL,

Superintendent of Public Instruction:

DEAR SIR—I herewith submit the biennial report of the condition of schools in Henry county.

In regard to the working of the present law, I am satisfied that its prominent features work well. When it is *understood*, it will give satisfaction. The different constructions put upon it in different counties, and townships of the same county, make considerable perplexity.

There are a few features which I think should be changed. The board of directors should have a stability which can hardly be realized under the present law for annual election of the entire board. I will not attempt to argue the case, but rather simply state what change I deem necessary in order to efficiency and success. Let the law be so altered, that one director shall go out each year, and his place be filled at the annual election. In this way, no violent revolutions in the policy of the board will be likely to occur, and the contracts for teachers can be made when desirable. At present, many boards will not engage teachers for fall and winter schools, because they expect to be superseded on the first of October. In graded schools this is liable to work very badly, and causes much dissatisfaction in this county.

Again, I think the election of trustees, wherever the township organization exists, had better be on the same day of the annual town meetings, and that *one* trustee be elected each year, as above recommended in the case of school directors. In counties which are still under county organization, I do not know as any change can be profitably made.

Again, there is much complaint in this county, in regard to the distribution of funds among the districts. The law is differently construed by the trustees. Some distribute upon the days the teachers actually taught, which seems to be the *literal* construction of the statute, and others upon the days' attendance of scholars as shown in the "*grand total*" of days on the schedule, which seems

the intent of the law, as shown by comparing the different parts with each other.

Neither mode seems to be just and equal in all cases. I would recommend that the surplus in any district, after paying current expenses, be added to the principal of the township fund. I think this will give better satisfaction than at present, though selfish, narrow minded men may manage so as to keep all the money appropriated to their district within themselves. It is hoped, however, that in matters of education, better counsels will prevail, and an honorable course be pursued.

These are the principal changes which I think important. Some think that pay should be allowed to trustees and directors, in order to secure attention to their respective duties. Doubtless, it is wrong to require service without pay, and the pay should be according to service rendered. This is not the case at present, since the pay is the same, whether they work much, little or none at all. If the present law in regard to exempting from road tax, military service and juries were repealed, and a reasonable compensation for service actually rendered were allowed, I think it would work better.

I need say nothing in regard to school supervision. The present law is by all acknowledged to be a nullity. In this county, the supervisors appropriated money last year, and I had every school visited and reported in our county papers. I think it was of great advantage to our educational interests.

All of which is respectfully submitted.

SAMUEL G. WRIGHT,
School Commissioner.

JACKSON.

BENTON, *November 12, 1858.*

MR. W. H. POWELL, Esq.:

SIR—I have made you out a statement of the schools in our county the best way I could, from the report of the township treasurers. Such reports as they send in it will take a better scholar to make anything out of them than I am. There ought to be a penalty for township treasurers to pay for sending in such informal reports. I had to send out to get even some, such as they are, which made me late in getting my report in.

PHILIP KIMMEL,
School Commissioner.

JEFFERSON.

October 4, 1858.

SIR—I am requested by some of the township treasurers to recommend the abolition of the office of school commissioner and permit the township treasurers to receive the state funds of the tax collector, as they do district funds—the examination of teachers to be performed by a committee appointed by the county court. By all means endeavor to have the present school law so amended, if it is not repealed in toto, as to allow each district in a township to have the benefit of its due proportion of the state funds, without danger of having it taken up by other districts, which may be fortunate enough to put in six months school before the first of April.

JOHN H. PACE,
School Commissioner.

JO DAVIESS.

SCHOOL COMMISSIONER'S OFFICE,
November, 1858.

HON. W. H. POWELL:

SIR—By express I send forward my report of the condition of schools in our county, and suggest the following amendments to the school law: Let treasurers make a return to the school commissioner every year. Let directors take the census of children every second year, and return it, under oath, to their treasurer. Let the state and county fund be distributed among the children of the several school districts, by the trustees, when they keep the schools six months. I feel embarrassed with the present mode of enumerating the children. And also allow us poor school commissioners five per cent. for receiving and paying out, and two dollars per day for visiting schools. All that I receive will not more than keep me in decent clothes. And allow the county court to fix the amount of the bail. And compel justices and clerks to make return of all fines to school commissioners once a year, under oath. And define expressly what fines go to the school fund. In Galena, the city claims all fines. Let the election of school officers be on a different day from that on which the township funds are distributed. Trustees wish to attend both places.

The school directors of the city of Galena have made a very imperfect report—the aldermen being trustees of schools, and being specially protected by a provision in the school law. I wish your direction, to know how to proceed.

Yours respectfully,

JOSEPH ADAMS,
School Commissioner.

KENDALL.

SPECIE GROVE, November 8, 1858.

WM. H. POWELL, Esq.,

Superintendent of Public Instruction:

DEAR SIR—What, with delays of the school treasurers, miscarriages of the mail, &c., I send you the report of the state of schools in this county at the eleventh hour. I will forward it by express, and trust that it will reach you in season.

The suggestions made in the treasurer's reports are—

1. That board bills should not be paid from the school fund, but paid by the districts, as the present plan interferes seriously with the length of time the schools might be kept.

2. That the law relating to election of school directors be so amended as to make one of the number elective each year, instead of the whole board annually.

3d. The most thinly settled townships wish the school funds distributed to the districts as they are to the townships: One-third, in proportion to the number of acres in the district.

The law requiring justices of the peace and other county officers to pay over to school commissioners the fines they receive is but very little regarded in this

county, and is almost a dead letter. In the new statutes of our state, lately published, I cannot find the law, and think it must be omitted. It is to be found on the 90th page of session laws of 1853. This act should be amended and incorporated in the school law, and require trustees, &c., under a penalty, to report and pay within a given time, the fines received. If the law is as little observed in other counties as in this, there must be a large amount due the school fund.

Respectfully yours,

JOHN R. LEBARON,
School Commissioner.

LA SALLE.

OTTAWA, Nov, 12, 1853,

SIR—You will perceive by my report that one township has so far forgotten or neglected its duty as not to furnish me with the reports. I have written to and otherwise conferred with the township treasurer, and have received such satisfactory assurances that the report would be forthcoming, that I could not doubt it, until it was too late to dispatch a proper person to collect the necessary facts. I have confidence that it will yet be received, and in that event I will forthwith forward a duplicate to your office.

Our state legislature, after experimenting and tampering with the common school system, at nearly every biennial session for the last ten years, to the great annoyance of those whose duty it was to administer its provisions, has at length hit upon the present free school system; and although at first view, it seemed to bear rather heavily upon those who had educated their children at their own expense, and then were compelled to educate those of others; but those considerations have gradually given place to more enlightened and philanthropic views, and I think public sentiment fairly indicates that it is far more economical as well as philanthropic, to improve the moral and intellectual condition of the rising generation than to sustain the drafts of the poor house and penitentiary. Excellent as is our system of free schools, it nevertheless has its defects and its incongruities. There are, probably, in the state some twenty-five or thirty thousand officers connected with schools, whose duty it is to understand and carry out the provisions of the law. A great majority of these men are farmers and mechanics, who are not generally learned in the law; hence the necessity of a school law whose provisions shall be plain and intelligible, such as a man of common education and common sense can understand—one which harmonizes in all its parts. Whatever the law requires of its agents should be clearly expressed and defined.

In case the common school law should again be made to pass another legislative ordeal this winter, I would suggest for consideration a few amendments. That which strikes me as particularly deserving notice, is the principle or basis upon which the township trustees are required to distribute the public funds upon the several schedules. The state superintendent has decided that they must be apportioned on the schedules, according to the grand aggregate number of days' attendance and not upon the number of days taught, as the phraseology of the law would seem to indicate. Now it has happened that districts No. 1 and 2, lying contiguous, and paying into the state treasury nearly an equal tax, from which this common fund is derived, have shared very unequally in its benefits. District No. 1 has fifty scholars, and district No. 2 has twenty-five scholars;

hence No 1 draws twice the sum of No. 2, and the latter can maintain a school but half the time of the former, unless they tax themselves a second time to make up the deficiency. This injustice would be remedied by making the number of days taught the basis of distribution; for the tax *creating* the common fund was not based upon the number of scholars in a district, but upon the taxable property, and by what right or system of policy shall district No. 1 be allowed to appropriate funds originally drawn from district No. 2? If it be said that the present plan of distribution was adopted to encourage a more prompt attendance at the school, I would say that, in my judgment, the consideration is not a sufficient apology for the injustice done; because, with an equal degree of promptness on the part of both districts, the glaring inequality still exists.

There is much uncertainty existing in the minds of the township treasurers in regard to the import of the interrogatories which they are required to answer in their report to the school commissioner. This is shown by the manner in which they have been answered. The census for 1857 cannot be entirely relied upon, for the reason that some reports show the number of children for 1856, that being the last biennial census taken; others have taken the census for 1857, and still others have reported no number at all for that year.

The amount of *ad valorem* tax raised for paying teachers' wages cannot be easily ascertained, for the reason that the sums raised for teachers' wages and for building and repairing school houses, are carried out on the tax books in one column, and consequently the reports upon that item must be regarded as rather apocryphal.

The election of directors and meeting of the trustees to distribute funds occur on the same day. The former should be changed so as to allow the trustees to attend elections, and the people to be present at the meeting of the trustees.

Where there are sufficient funds in the township treasury, all the schedules should be paid, without regard to the number of days' attendance, and the excess, if any, added to the principal.

The township treasurers allege that they have not the necessary data in their office to enable them properly to answer many of the interrogatories propounded to them, and that if they are expected to spend their time in collecting them, they should be properly remunerated. This I think is not only just, but it would insure more prompt and reliable reports. There are very few among us whose purses are sufficiently plethoric to make good philanthropists, consequently we must depend mainly upon the exertions of a different class of men.

In regard to district schools, they are generally well conducted, and have in most instances neat and commodious houses—some framed and others of brick. The late revulsions at the east and failure of crops in this state have had the effect to greatly increase the number of applicants for schools, and the result is, we are able to avail ourselves of a higher standard of qualification.

Within the last two years there has been a decided and marked improvement in the public pulse, in relation to the establishment of higher and graded schools, and it is most gratifying to know that our cities and large towns are taxing themselves liberally for the erection of elegant and commodious buildings, furniture and school apparatus, and for the employment of principals, professors and assistants, of acknowledged ability and literary acquirements.

The city of Ottawa has erected two fine brick buildings, and has a third in a state of progress, which will insure its completion in a few days. These are graded schools, and so conducted as at once renders them the pride and admiration of the city. These schools are filled to their utmost capacity, which

shows the necessity of other similar buildings, which will doubtless be erected next season. Ottawa has also a seminary for young ladies and gentlemen. This institution has been in operation about three years, and is fixed upon a firm basis, and is justly commanding the approbation and confidence of the surrounding country.

An academy of music has recently been opened, possessing it is believed the elements of success.

The city of Peru has a graded school, well conducted by a principal and assistants, and promises to meet the just wishes and expectations of the public.

The schools of the city of La Salle are well conducted, and in a flourishing condition. I understand that these cities intend soon to compete with Ottawa in the erection of elegant and substantial school buildings. Liberal appropriations have been made for that purpose.

Farm Ridge has had a seminary successfully conducted for several years, by able professors, whose labors have been sensibly felt and properly appreciated by the surrounding country, in the elevation of the standard of common school teachers.

Mendota and Earlville have each incurred heavy expenditures in the erection of fine school buildings. Of the former I am unable to speak, not having received their report. The latter I regret to say was some months since blown up and utterly destroyed by some miserable unwhipt miscreant, which will doubtless retard the progress of education in that flourishing town perhaps for some years.

Respectfully submitted,

WELLS WAIT,
School Commissioner.

LAWRENCE.

SCHOOL COMMISSIONER'S OFFICE,
November 15, 1858.

WM. H. POWELL:

SIR—I herewith send you my reports, which I hope will be soon enough to suit your convenience. I have been urging up the treasurers, for a long time, but some of them failed to report until late on Saturday evening.

I would suggest that a provision be made in the school law, making it obligatory on one or two men in each township, to get all the necessary information which may be required by the state superintendent, from time to time, or make it the duty of the commissioner to appoint some person, and allow him pay for it out of the township funds, and not leave it in the hands of the township trustees; for experience shows that the trustees will not do their duty, especially way down in "Egypt."

Our free schools need some active and well qualified person to visit them often, and lecture. It has the effect to arouse the citizens to a sense of their duty. But under the present law the commissioners get no pay for lecturing, and some of them are not competent. Some man should either be elected or appointed, who can and will devote most of his time among the schools—for which he should be well paid.

There has been no great change in our school affairs since 1856 and '57. In fact, since the repeal of the law allowing school commissioners two dollars *per day*, school matters have been very little attended to.

We need some plan to make more competent teachers. In some of the southern counties they have not more than one in ten who is competent to teach. If we could enforce a more rigid examination, it would greatly improve the character of the schools. Commissioners should hold their office for a longer term, which would make them more independent. Some grant certificates for popularity, not looking to the advancement of the schools.

The objection made by most of the treasurers is concerning the distribution of the school fund. They wish a dividend to be made in the spring, to each school district, in proportion to the number of inhabitants under 21 years of age. Under the present system, the district which has the most schools in the first six months of the school year, get more than their just proportion.

It would be better to raise the school tax to about twenty-five cents, which would make enough to pay teachers at least six months in the year. Our people are satisfied with the free school system as long as the money lasts; but when they have to levy a special tax, they are all down on the law and the competent teachers. They want cheap teachers.

I would suggest that the school commissioner be required to visit each township, immediately after the meeting of the trustees, and examine the treasurer's books, schedules, etc.; and also visit each school as often as once during each three months, and keep a book and take down all the information concerning the school he can, and have it published as often as once in six months. We never can have a full history of our schools so long as we depend on so many officers.

Yours respectfully,

L. ABERNATHY,
School Commissioner.

LEE.

DIXON, *November 10, 1858.*

HON. W. H. POWELL:

DEAR SIR—I sent you, by this morning's mail, my report of condition of schools in Lee county. The one for the year ending October, 1857, is very imperfect indeed; but I did the best I could with the reports for that year. The report for the year ending October 1, 1858, is, I think, as correct as could be got. Many of the questions asked in your circulars were not in Mr. Edwards circulars at all, and the treasurers had no means of knowing by the books in their office or by the reports made by them, and they could not answer for 1857, or before their election. Treasurers should be elected the same year the state superintendent, and then they would have charge of the town school business for the two years preceding the time for their report; but in Lee county the treasurers are in almost every instance appointed, so that they have to report for one-half the time of their predecessor, which makes the reports very incorrect. I was very anxious the report from Lee should be perfect and full, in every respect, and I have worked hard to have it so; but in the year 1857 the treasurers had to guess at the thing. In a number of our towns the books of treasurers have not been kept so that anything can be made out of them. The school commissioner of this county does not hold the county fund. It is in the hands of the drainage commissioners; and I could not get a report in time to forward with my report to you. Hope you will find report satisfactory.

Yours truly,

J. A. HAWLEY.

McDONOUGH.

MACOMB, November 9, 1858.

WM. H. POWELL,

Superintendent of Public Instruction :

DEAR SIR—I have just finished the school report, and it is in many respects imperfect. The township treasurers did not make their reports to the last moment of time almost, and I was necessarily compelled to make the report out from what I had before me.

I think, however, the material points are reported, and send it as it is, hoping that it will answer.

Yours, &c.,

J. C. THOMPSON,
School Commissioner.

McLEAN.

STATE NORMAL UNIVERSITY,
November 9, 1858.

MR. POWELL:

DEAR SIR—I send you to-day, by mail, the report of this county. The report of 1856 and 1857 is not full, from the fact that the treasurers had not the records from which they could fill it out. The report of 1857 and 1858 is almost entirely full, and so far as I am able to ascertain, reliable. There may be some little inaccuracies. The census has been taken with much care and is correct. In a number of the townships I have had to take the census myself, in order to have a full report. Cost what it would, I was determined to have the county entire. We have no county fund available. We shall have the avails, when sold, of about thirty thousand acres of land, valued at \$6 per acre, which, after deducting \$70,000, an appropriation to the State Normal University, has been devoted to the educational interest of the county by the supervisors—a sum equal to \$110,000; \$20,000 also will be refunded to the county by the government for swamp lands, which it has sold, belonging to the county—making in all, with the township fund, amounting to \$62,257 97, a sum equal to \$192,257 97. When this is all available we expect to accomplish a glorious work in old McLean county.

Yours truly,

D. WILKINS,
School Commissioner.

MACON.

DECATUR, November 5, 1858.

To the Superintendent of Public Instruction :

The report from this county has been unavoidably delayed, somewhat, by treasurers having to wait on others for necessary statistics, begging indulgence of me—in some cases sickness delayed—in some, had to employ special agen-

cy. The general sentiment, at this time, was against any coercive means, as considerable dissatisfaction has existed in some parts of the county in regard to levying school taxes—their legality, &c., being tested in the courts. The general result, I believe, will be a settling down of the public mind in favor of taxation for the support of schools. The reports to me, being imperfect to some extent, mine, for the county, must to the same extent be imperfect. The general school interests have, however, gradually progressed during the few years past, and bid fair to take a higher stand-point and show that maturity which age and due attention only can give.

Suggestions which have been made:

1. That all school officers be allowed a reasonable compensation—say \$2 per day.
2. That the present school law is not sufficiently explicit in regard to scholars going out of their own to another district, with or without the consent of the directors, so as to draw their school money, &c.
3. That each district have its share of public funds, according to its census of those under 21 years.
4. That trustees levy tax for whole township for support of schools, where any tax is needed, and be divided to each district as stated above. Where railroads run through a township this would distribute the advantages of tax from that source.
5. That in the sale of school lands the trustees be allowed to take what they believe to be ample security.
6. That the office of school commissioner be made self-supporting, that he may devote his whole time and best energies to this work—the present supervision being wholly inadequate, and cannot be remedied only by some such course as above.

WM. S. CRISSEY,
School Commissioner.

MARION.

SALEM, November 1, 1858.

To the Superintendent of Public Instruction:

DEAR SIR—You will perceive that these reports are not full. The township treasurers say to me that, owing to the bad management of the officers heretofore in the manner in which the books and papers have been kept, and also their own management last year, that it is impossible for them now to make a correct report; and they think, and so do I, that there is a great many of the interrogatories that it is not necessary to answer; such as how much land has been sold and how much money has been received for said land. There has been no land to sell for the last year, and not much for some time. Although some of the treasurers have sent in the amounts of land sold and money received for the same for both years past, for land sold probably ten years ago.

There has been some few remarks made in reference to changing some sections of the school law; but, on the other hand, there was about as many in opposition to it; therefore, I don't mention them.

And I would state to you, that, owing to my being afflicted with the sore eye, it has caused me to be much later in making out my report than I had

anticipated I would be ; and I am still so blind that I am hardly able to do the work in such a manner as to be intelligible.

Yours respectfully,
JAMES McHANEY,
School Commissioner.

MASON.

November 10, 1858.

SIR—I would recommend an amendment to our present school law, providing for a better remuneration to school commissioners—say, \$500 salary, and \$2 per day for visiting schools. This I think necessary, in order to secure a *proper* supervision of the school interests in the counties. Further, that it be defined whose duty it shall be to take the census of the townships or districts.

Respectfully yours,
O. H. WRIGHT.
School Commissioner.

MERCER.

Superintendent of Public Instruction :

DEAR SIR—The report for this county is an approximation to accuracy. The indefiniteness of the law, in many respects, has led officers into error, and consequently the condition of their books render it impossible to obtain an accurate statistical report. Directors and trustees are too often elected without any reference to their fitness for the office. As a general thing those offices are taken with reluctance, and their duties performed with manifest indifference. This will be the case as long as the present law calls for so *many* officers, and allows them little or no compensation for their services. It is true, the subject of education *should* be a labor to call forth more personal sacrifices and find more energetic friends in every district than it does ; but such is human nature, that we find very few men willing to *give* their services to the public. There is no doubt that if we had a less number of officers and that number amply compensated for their labor, our common school system would be much more efficient than at present.

The 42 section of the school law providing for the election of directors “on the first Monday of October, annually,” should be so amended as to render the board of directors permanent. Say, elect one for one, one for two, and one for three years, so that the term of *one* would expire annually. By this means the board would be made permanent. The election of directors annually has been the cause of much inconvenience and misunderstanding in many districts in this county. The election takes place about the time for the commencement of the *winter term* of schools. Teachers employed by the existing board have been thrown out of employ, and not unfrequently causing divisions in districts, operating materially to the disadvantage of the schools.

Another difficulty in obtaining accurate statistics arises from the manner in which schedules are kept. It should be the duty of the teacher to make out their schedules in monthly reports, appended together at the expiration of the *term*. This would enable the clerk of the board of directors to sum up at a

moment's warning, an accurate report to the trustees. The clerk of the board should be required to keep his book with reference to the teachers, attendance, average, compensation, &c., that when called upon by the township treasurers, his report may be accurate. The information required to be obtained from teachers' schedules, as kept at present, is impossible. Thus it is that very much embodied in reports is guess work, and hence not reliable.

The "teacher's certificate," as regulated by the present law, requiring *first class* qualifications on its face, is at present impracticable. Certificates should be *graded* with reference to qualifications. The form of certificate would be just right, if we had a sufficient number of thorough teachers, *professional* teachers, who have been educated with reference to teaching. But such is not the case. Our Normal Institute has not yet been in operation long enough to furnish us with the genuine article. Our teachers, although not sufficiently qualified to deserve a first class certificate, are, nevertheless as good as they want, or as good as they will generally employ. We must have graded certificates until public sentiment is so far educated as to demand and compensate number one teachers. And here let me remark, that the organizations of teachers' institutes in this county is doing much to awaken public sentiment to the importance of improvement in our common schools. Teachers are embracing every means afforded to fit them to discharge the duties of their profession with benefit to all and credit to themselves.

For my part, I have become prejudiced against the law, requiring a *commissioner* to be elected in each county, to take a general supervision of the schools in said county, and to accomplish such a task as is required of him, all for nothing. If the commissioners' duties are of any importance at all, they should receive ample compensation—a compensation sufficient to exact their whole time and attention to the duties of their office. If it is too much labor and expense for a single county, then by all means let us do away with the office of county commissioner at once, and substitute in their places *district* superintendents. Let three or four counties be embraced in a district, and then let it be the duty of the superintendent to occupy his entire time and receive a proper salary for his services.

In regard to the present law in its fundamental principles, it might be well not to alter or amend it at present. The people are now just becoming acquainted with its workings, and a material change would only tend to add to its present complexity.

Whether a system of free schools, based upon an *ad valorem* tax, will meet the wants of the age and become efficient and permanent, is a question open to discussion. In many sections of the state, in this county more particularly, under my observation, there seems to be a disposition to throw off the yoke of taxation. It seems to be regarded as a burden. Many express themselves willing to take the responsibility, and foot the bills, if the people are allowed more power. But I notice that, since the law was amended, giving more power to the people of the district, and restricting the power of township and district officers, a disposition is manifest to get along with old and dilapidated school houses, and to restrict the terms of school. The reports for 1857 and 1858, will show a decided improvement in the condition of schools in this county. But if I am right in my view of the workings of the present system, 1859 and 1860 will show a retrograde movement in many portions of the state.

In my humble opinion the free school system can never be made efficient in reaching the object in view—the education of the masses—until it is placed upon the *sure* basis of a *permanent fund*. I have neither space nor inclination to present the means of obtaining this fund at present.

J. E. HARROUN,
School Commissioner.

MOULTRIE.

November 5, 1858

Prior to 1857, the major part of the papers belonging to the school commissioner were destroyed or lost. It would be a good thing if the commissioner of each county could be provided with a safe, in which to keep books and papers belonging to the office.

J. Y. HITT,
School Commissioner.

PEORIA.

SCHOOL COMMISSIONER'S OFFICE,
November 5, 1858.

To the Superintendent of Public Instruction of the State of Illinois :

During the last two years that have intervened since my last report, great changes have been effected in the condition of the free schools in this county, and a good degree of progress made towards the attainment of that degree of perfection contemplated in the establishment of the system. The difficulties that were encountered in the attempt to engraft upon the decrepid system of former years a new line of policy, characterized by more enlarged and liberal views, have in a great measure been overcome; and the conviction that great results can be arrived at from the establishment and successful operation of a system of general education has awakened a commendable activity amongst the people. The general interest manifested towards the subject of popular education is steadily increasing. A glance at some of the principal items contained in the tabular statement, will give a general idea of the condition and prospects of the educational interests of the county.

Number and condition of Schools.—The number of public schools taught during the past year is one hundred and forty-seven. During the winter months these have for the most part been taught by male teachers, and in the summer by females. Their condition varies according to the degree of interest manifested by the inhabitants of the respective districts. Strange as it may seem, it is nevertheless true, that the degree of interest manifested by the people living in the older settlements is less than in those of more recent date. The system of public schools of former years was so exceedingly inefficient that a degree of carelessness seems to have taken hold of the minds of the people of the older districts which is hard to shake off. Besides this, immigrants who have lately come from the older states have the advantage of a thorough and well ordered system of public schools more perfectly in their minds, and when they find the facilities afforded them for the establishment of a similar system in their new homes they go to work with an earnestness of purpose which is sure to be crowned with success. A general movement is progressing in all parts of the county, which has already placed the success of the system beyond the reach of doubt. Graded schools have been established in Peoria, Chillicothe, Brimfield and Trivoli.

For a particular account of the workings of the system of schools established in Peoria, by a special act of legislature, I would call attention to the report of the Hon. Jacob Gale, city superintendent, herewith transmitted.

School Houses.—The number of school houses in the county at the present time is one hundred and twenty-seven, with accommodations for from thirty to three hundred pupils each. The new school houses, so far as known, have been constructed upon the most approved plans. During the two years ending September 30th, 1858, thirty-four school houses were erected at the cost of about thirty-five thousand dollars. In the same period there was expended for building and repairing school houses, the sum of fifty-six thousand dollars, a portion of which was applied to the payment of indebtedness incurred during the year previous. Many of the school houses have been in use for a number of years, and some of them have become almost unfit for use. Such are rapidly being replaced with new and commodious structures.

Teachers.—The number of teachers employed during the past year is probably about two hundred and fifty. The average wages for male teachers, thirty-two dollars, and for females, eighteen dollars per month. The degree of qualifications necessary for the successful management of the schools is not in all cases met. Many persons who possess the requisite scholarship to pass a thorough examination in all the branches required by law, are found to be totally deficient in knowledge of the first principles of school government and the art of imparting instruction. By the present system of granting certificates such persons, where they have passed through the examination required by law, receive certificates equal in grade, and valid for the same length of time as those who are known to be thorough masters of their profession. Having failed in one district they are entitled to full faith and credit in all other districts in the county for two years. The efficiency of teachers would be much greater if their certificates were graded according to their scholarship, experience and known abilities and success in the performance of their duties. There is in the county, however, a large number of well qualified teachers, who are earnest and zealous in the performance of their duties, and are making every exertion in their power to advance the interest of their employers as well as to elevate the standard of qualifications amongst members of their profession. To this end a teachers' institute has been organized, which holds semi-annual sessions at different points in the county.

The policy of the law should be to secure the employment of a body of teachers who are devoted to the service, and who design making it the business of their lives. Instead of this course, the present management of the schools and the inducements offered are such that many persons resort to the business of teaching merely for the purpose of obtaining temporary employment, and who, when a term or two has been spent in the *pretence* of teaching, abandon their schools to the tender mercies of others of the same character. The bare mention of a practice of this kind will suggest the consequences—languor, slow progress, lack of discipline, inefficiency and general dissatisfaction.

School Supervision.—The necessity for a more efficient county supervision is deeply felt. Officers have much difficulty reconciling the provisions of the school law and administering the same according to its true intent: funds are in some cases misapplied; difficulties occur between teachers and directors, and between different districts and townships; want of uniformity exists in the management of schools in the same township; teachers neglect their duties or perform them in an unsatisfactory manner; and oftentimes confusion prevails where all should be harmony and good order. The views of the superintendent in relation thereto, expressed in his circular to commissioners, are heartily concurred in, and the expediency of urging the matter upon the attention of the legislature strongly recommended. In what manner the county superintendent should be chosen is a matter upon which there is some difference of opinion. If the township organization were adopted throughout the state it might be

well to leave his election and the fixing of his salary to the board of supervisors of each county: but since such is not the case a convention of school officers seems to be the only alternative. If he is to be elected by popular suffrage there would seem to be no competent authority in the county to fix his salary. The office of county superintendent has in many places proved unacceptable to the people for a time, and in such cases the fixing of a permanent salary by the legislature would in all probability bring the whole system into disrepute and perhaps endanger its very existence. Such a course would be a restriction of the right of "popular sovereignty" which should prevail in the management of all school matters, and of the exercise of which the people are to an unreasonable degree deprived by the operation of the present law; for it is a principle well established by experience that the greater amount of confidence is placed in the good sense and sound judgment of the people in the management of the minor details of the system, consistent with the faithful execution of the law, the more successful and satisfactory in its results will it prove to be. Popular suffrage is too liable to be affected by political intrigue and the qualifications of candidates too liable to be overlooked, for the sake of availability, to secure in all cases the most suitable person for the office. These objections are not of the same force when applied to a convention of school officers.

School Officers, and their Election.—It cannot be expected that a system of popular education can be adopted which at the outset will be perfect in its operations, or in all respects adapted to the peculiar situation, wants and condition of the people of any state. Through a course of many years experience, some of the states of this Union have succeeded in building up systems of public instruction in almost perfect harmony with their necessities and the peculiarities of their existing institutions. But it cannot for a moment be contended that any one of those systems could be adopted, in all its details, in the state of Illinois, and be equally successful in its operation. Whilst this is true, there is one principle which has been demonstrated by those systems, and which has been found so universally applicable that it would no doubt prove equally so here—and that is, that a more efficient management can be secured by the employment of a single board of school officers, in each township, than by the division of interests among several. Facts are daily transpiring, within the knowledge of almost every county commissioner in the state, which, if properly considered, would show that a great majority of the difficulties met with by the trustees and directors in the performance of their duties under the law, could be obviated by the entire abolition of the district system, and by placing the control of all the schools in each township, respectively, in the hands of a single board of school officers. Although it may not be deemed expedient to attempt to effect a change in the existing law, in this respect, at the present time, yet some amendment is necessary to secure the harmonious co-operation of the several boards in the township.

Each board of officers (trustees as well as directors) should be so constituted that at each election only part of the members should retire, leaving the majority of the old board to remain in office. This would effect a continuity of organization, and be the means of securing greater uniformity and accuracy in the management of the affairs of the township or district. The effect of the present arrangement is to create confusion at each change of the members of the respective boards, and, in many instances, to cause trouble and strife. It not un frequently happens that persons wholly unacquainted with the provisions of the law and the decisions and instructions of the superintendent, are elected, who, by law, are required to enter upon the discharge of the duties of their office just at a time when the greatest degree of prudence and discretion in the performance thereof is required. The almost unlimited powers of

the directors, in the hiring of teachers and the fixing of their salaries, is not unfrequently made use of merely for the purpose of promoting the interests of some favorite, or of throwing embarrassments in the way of their successors. Districts are sometimes unfortunate enough to get directors whose sole object is, not the welfare of the schools but to secure the office for one year merely for the purpose of subserving some personal ends. Were a majority to be retained in office until their projects were all completed and the responsibility of seeing their own contracts fulfilled, there would be less tendency to make an improper use of the privileges of their office. But many persons will enter into contracts and stipulations which they would not do, did they not know that the responsibility of seeing them carried out would fall upon the shoulders of others. I would, therefore, recommend a change in the tenure of the several offices from what they are at present, to three years; that one be elected each year, at such a time as to be ready to enter upon the duties of his office at the commencement of the school year; and furthermore, that vacancies in any one of the boards may be filled by appointment by the remaining members—such appointee to hold his office only until the end of the current school year, when his place shall be filled by election.

Distribution of the School Funds —The present law operates not only unequally but oppressively upon a large portion of the tax payers of this county. That provision of the law which requires that one-third of the state fund shall be distributed according to the number of townships in each county respectively, and the other two-thirds in proportion to the number of white children in the county, deprives this county of about five thousand dollars of the two mill tax which it has paid into the state treasury for school purposes. This provision might be endured did not the law contain a still more unjust and oppressive clause. Section sixteen requires that the school commissioner shall apportion one-third of the amount received upon the auditor's warrant to the several townships and parts of townships in his county in proportion to the number of acres in said townships or parts of townships. By the operation of this provision, the city of Peoria is compelled to pay not only the whole of the five thousand dollars which the county loses, (and which reason would dictate should be borne by the county at large,) but also the additional sum of twelve hundred dollars to other parts of the county; so that, in fact, whilst the city of Peoria is compelled to pay over six thousand two hundred dollars of the two mill tax more than it actually receives upon the distribution of the state funds, every other township in the county actually receives more of the two mill tax than it pays into the state treasury. This estimate is exclusive of the interest on the state fund, college and seminary fund, &c. To make the matter still plainer, it may be stated, that the city or rather township of Peoria receives in return but one-third of the two mill tax paid into the state treasury, whilst the other townships in the county receive more than they have paid. This grievance is bitterly complained of by the board of school inspectors of the city, in their report, from which the following extracts are taken:

“There is a grievance in the operation of the present school law, felt very severely by the city of Peoria, and I presume by every city or populous town in the state—that is, the gross injustice of the present method of distributing the state school fund. One-third of that received by the county is distributed according to territory, so that the trifle of \$82 was all that the township of Peoria received on the territorial distribution, and the whole amount received from the state two mill tax, about \$3,300, while the township of Peoria paid into the state treasury, on that tax, about \$10,000.” “Nearly all the pauper children are in the cities, and the burden of schooling them, as well as supporting them, is imposed upon the tax payers of the cities, and yet the larger part of the

state school tax raised in cities is taken from them and given to the rural townships." "We would therefore recommend that the school law be so amended as to compel each township, in order to be entitled to its share of the interest arising from the state funds, to raise a certain per cent. on the taxable property of the township for school purposes; and that said tax, for the purpose of saving time and expense, be paid by the township collector directly to the treasurer of the school fund of the township."

The distribution of the school fund is unequal and unjust in another particular. That provision of section thirty-four which requires that the surplus, after paying the teacher out of the money distributed on his schedule, shall be applied to the credit of his district, is calculated to aid the stronger districts at the expense of the weaker. It is known that in certain districts in this county the amount drawn upon the schedules is sufficient to keep schools open in those districts for eight or ten months in a year, whilst the weaker ones, in the same township, are subject to heavy taxation, in order to keep the schools in operation during the period required by law.

A change in the law in these two particulars should be recommended, and the amendments should take effect, if possible, at the distribution in April, 1859.

Appropriations.—The board of supervisors of this county have been liberal in their appropriations towards the educational interests of the county. The entire expenses of the "Peoria County Teachers' Institute," for the past two years, have been provided for at the expense of the county, and the "Illinois Teacher" sent for two years to the directors of each district.

The proceeds of the sales of swamp lands in the county have been distributed to the several townships, to be added to the amount of the principal of the township funds.

School Visitations.—Under the present law, little should be expected from a school commissioner in the way of visitations. During my term of office, however, I have been able to visit, at one time or other, most of the districts in the county; and from the little experience I have, I have become firmly persuaded that one of the most efficient means of advancing the work of popular education is the visitation of a superintendent. Let a sufficient salary be provided to secure the services of an able, active and energetic superintendent in each county, and the work will go bravely on.

Desiderata.—Although the state of Illinois can perhaps boast of having done as much, if not more, than any other state in the Union, within the three years last past, in the establishment and maintenance of a system of free schools, yet there are many things still undone which would tend to the perfection of the system. Public sentiment needs to be aroused to the importance of the subject of popular education; the standard of teachers' qualifications should be elevated; the Normal University should be filled with students; normal schools should be established in every county; teachers' associations should be organized; an efficient county supervision provided for; libraries should be purchased; and last, but not least in importance, the "Illinois Teacher" should be supplied, by public appropriation, to every board of school officers in the state.

DAVID McCULLOCH,
School Commissioner.

PEORIA CITY.

TO DAVID McCULLOCH,

School Commissioner of Peoria county, Illinois :

In compliance with your request, I will give some account of the public schools of the city of Peoria, and of the success of the system established under the special law for this city.

The legislature passed an act to enable the citizens of Peoria to establish and regulate a system of public schools in 1855. A board of school inspectors, under the provisions of that act, were elected, and entered upon their duties in April, 1855. At that time there were four public schools, which were taught a portion of every year under the general school law of the state, but not a public school house at all commensurate with the demands of the community, or creditable to the place. The houses were small one story buildings, inconvenient, ill ventilated, without proper furniture or accommodations for the scholars, and in fact with hardly any of the requisites of good school rooms. Some of these houses were badly located, as though any place was good enough for a school house, and in one of the wards of the city there was no public school house at all. The teachers were dependent upon the number of their scholars for their compensation, and were of course liable to improper influences in the management and discipline of their schools, and a desire to crowd into their rooms all the children they could obtain, without sufficient regard to their accommodation or instruction. The schools were not graded. Each teacher taught all the pupils who applied for admittance to the school, without regard to their scholarship. There was no uniformity among the districts in books, course of study, classification, school regulations, or in any thing. The position of the teacher was a bad one and that of the scholars no better. Some of the teachers were capable and faithful, and with sufficient opportunity and encouragement could, and so far as the circumstances admitted, did do themselves credit; but they labored under insurmountable difficulties. No general interest was manifested in our public schools by the people. They were left in a great degree to take care of themselves. The houses would hold, (to say nothing of proper accommodations,) scarce a tithe of the children of the city, and no one sent to them who felt able to send to a private school. The tuition at the public schools was high enough to exclude from even the moderate advantages for education those enjoyed many of the poorer children and the children of those who did not sufficiently appreciate the advantages of learning and school discipline to their offspring.

Three-fourths or more of those receiving an education in Peoria were in private schools, some of them of good character, but patronized and sustained by the comparatively wealthy portion of the community. There seemed to be growing up a feeling akin to opposition to the public schools, as only fit for the poor, and to be shunned by all who were able to pay the high tuition of the private institution. This situation of affairs, when contrasted with the educational movements in many other places, was felt by many of our citizens to be a disgrace to a city which had exhibited due liberality towards all the other improvements and public enterprises called for by the spirit of the age and suggested by the school act of 1855.

The gentlemen who composed the first board elected under the act, proved themselves well qualified for their duties and imbued with the right spirit. They engaged in their work with a full understanding of their powers and responsibilities, and a determination to remodel entirely the school system of Peoria, and make the public schools not merely better than they had been, but the best in the city; so that not only all could receive a good education in them.

but that from their superior advantages the prejudices of most of those who preferred private schools would be overcome and their efforts and influence brought to bear in favor of the public system. This has been, in a great degree, accomplished. The people now look upon these schools as their own, and have so far, with little opposition, voted annually the necessary taxes to support them, and efficiently carry out the plans adopted by the board.

There are now five large school buildings belonging to the board, capable of seating, on an average, 250 scholars each. They are good looking structures, well finished, furnished with the best of furniture, with desks and chairs of the most approved models, and are properly warmed and ventilated; and the lots upon which they are situated are large enough to afford the scholars room for exercise within the school yards. These buildings and lots have cost about \$50,000, and so far have accommodated all those who have applied for admission to the schools. Twenty seven teachers are employed this term, and probably three-fourths of the scholars, who attend school now in our city, attend the public schools.

The plan adopted by the board is to teach both sexes in the same room, under the same teachers, and to maintain four grades of schools, which are called the primary, intermediate, grammar and high school. Some of the buildings are so arranged as to have eighty scholars seated in one room, with a recreation room attached; the school being under the control of a principal and assistant. In these rooms the school is divided into four classes; two usually are taught by the principal and two by the assistant. Two of the buildings are so constructed as to have from 40 to 50 scholars in a room, under the care of one teacher, and the pupils divided into two classes for instruction. In all the buildings separate play grounds are allotted to the sexes, and in the last and best building constructed the entrances to the building and rooms are entirely distinct, and the sexes mingle only in their school under the eye of the teacher. This last arrangement, with one teacher to a room, is the plan which a majority of the board prefer.

All the usual branches of a good common English education are thoroughly taught, and can be obtained by any scholar in passing through the three first grades of schools, and there is a school of each of those grades in each district where a public school is taught, and usually in the same building, so that by attending the schools of his neighborhood, each child may obtain all the education needed in the ordinary business of life. To accommodate those who have the leisure and desire to carry their education further, the board maintain also a high school, in which any one may fit for college, or obtain as good an education as is acquired in any of the institutions of our country of lower grade than a college. The applicants for admission to the high school course are subject to a rigid examination, so conducted as to render partiality impossible, and admit none who are not sufficiently well grounded in the branches taught in the other schools to be able to advance successfully and understandingly in the higher studies. Vocal music is taught in all the schools. A music teacher is employed, who attends regularly at stated times in each school. Preference is given to those applicants for position of teachers, other things being equal, who can lead the children in exercises in singing, and in most of the schools singing is practiced at the opening of the school and after intermission. Six gentlemen and twenty-one ladies are employed at present for instructors, with an average salary of \$400 per annum. The board have never yet been in circumstances to render the schools entirely free. One dollar a term tuition has been collected of all able to pay. The poor have been allowed to send free, where it was supposed that otherwise their poverty would exclude their children from the schools. Whenever the necessity of expenditures for building

tional school houses shall cease, the schools can be wholly free, dependent on money raised by taxation for their support. But while over \$10,000 been annually expended for school buildings and sites, it has been impossible to render the schools entirely free to all, as they ought to be.

This system has thus far worked well, and though not without opposition among our citizens from various causes, yet not more than is inseparable from any enterprise of general interest, conducted in a community recently selected from all parts of the Union, and from almost all parts of Europe, and differing in language, religion and social customs. Some Germans still cling to schools taught in their former language, and conducted in the modes in which their fathers were taught. Some of the Catholic religion prefer schools taught in old country school master of their own religious faith. Some of American birth are prejudiced against schools where the sexes mingle together in the sexes, and perhaps, (though few would admit it,) where all ranks in society mingle on a common footing and are impartially dealt with, according to conduct, scholarship, and where wealth or other extraneous circumstances receive favor from the teacher. Our schools are, however, an admitted success, and will eventually become popular with all and free to all. It has not been the object of the board to make cheap, but good schools, and therefore our numbers have never been crowded beyond the proper number for the teachers, and the teachers employed for their cheapness. We have, at times, found difficulty in obtaining a sufficient number of thoroughly qualified teachers. Many of our instructors have been educated at the east, but we anticipate less difficulty on that account. Graduates from our own high school, and from the State Normal School will soon relieve us from the necessity of sending abroad, except where a graduate from college shall be desired. In conclusion, I wish to acknowledge that next to the promptness of our citizens in voting the necessary taxes, and the efforts of the gentlemen who have composed the board of school inspectors, our public schools are indebted for their success in a great measure to the present accomplished principal of the State Normal University, who was the former superintendent of schools in this city, and under whose superintendence and advice they received their present form.

Very respectfully,

JACOB GALE,

Superintendent of Public Schools, city of Peoria.

PIATT.

MONTICELLO, November 15, 1858.

W. H. POWELL:

DEAR SIR—The delay in making my report arose from sickness of myself and family, and also from the imperfectness of reports furnished me by township officers. In some cases I employed reliable persons to examine the books and papers of township treasurers, but in many instances the reports are very imperfect; but the best was done that could be under the circumstances. I was also compelled, my health being bad, to employ a person to make the reports. I have applied to the county court some four times for a room to organize a teachers' institute, and for funds to purchase apparatus for the use of the institute, but I have been put off from time to time. I hope the foregoing will be a sufficient apology for the imperfection of my reports, and for the long delay in forwarding them.

Yours, &c.,

THOS. MILLEGAN.

PIKE.

PITTSFIELD, *December 3, 1858.*

WM. H. POWELL,

Superintendent of Public Instruction:

SIR—In compliance with law, I hereby submit to you the biennial report of the condition of the public schools of Pike county, for the years ending October 1st, 1857 and 1858; which I trust you will find very nearly correct. The report of 1857, you will not find so full as that of 1858, for this reason: those treasurers that went out of office in 1857, not keeping their record sufficiently intelligible for the new treasurers to furnish the trustees with the correct statistics. And I would here suggest, would it not be better to require an annual report, which could be much more easily made out and would be more reliable? The condition of the schools of this county, those that have come under my observation. I must here add, though with some hesitation, that I have not spent that amount of time necessary to note the progress and to keep a general supervision over the schools of this county, which it is the duty of every school commissioner to do. I am satisfied that is the case with too many of the school commissioners of the different counties of this state. I think that portion of visiting schools will be too much neglected, unless they are allowed (if no more,) a sufficient amount to defray expenses. The schools that I have visited for the most part are in a very prosperous condition. I notice with some there is wanting that systematic order in conducting and governing their schools, which is so essentially necessary in the school room; but in some instances it is not wholly the fault of the present teachers, but owing to incorrect habits which previous teachers have allowed their pupils to fall in to, without correcting them at the proper time. The text books used by the different schools are more uniform than I expected to find. Wherever I have been, there seems to be a deep and growing interest, which is highly commendable, in promoting and sustaining our public schools. I notice within the past year, there has been quite a number of new school houses erected. Where one year ago stood the "old school house" new and comfortable houses have sprung up in their stead; which speaks well for the interest those districts feel in the cause of education. Among the number of school houses erected last year, I would notice the one erected in Griggsville. From its location and construction it is difficult to find its superior in the state. The site upon which it stands is selected with regard to taste. The construction of the interior, with its large, high and well ventilated rooms, is arranged in accordance with hygienic rules, and bears with it an air of attraction of which the citizens of Griggsville can justly feel proud. It is arranged for a graded school, and has already a large number of pupils and in a flourishing condition. That some of the adjoining towns would "go thou and do likewise."

In regard to the operations of the present school law, it seems to answer nearly the purpose for which it was intended. There are a few points, which, perhaps, could be changed for the better.

In the distribution of the public funds, could it not be so arranged that there could be a more equal distribution made to the districts. At present it is made according to the number of days taught, as certified to by the schedules presented. There are more central districts that keep a school in operation throughout the year, while others have not sufficient public fund to keep in operation a school but a small portion of the time that is required by law, in order to draw the public fund, without raising an *ad valorem* tax for its support. Thus the larger districts consume the fund of the smaller. Could we not, with-

out detracting from the stimulus of the smaller districts, in keeping up their six months school, as prescribed by law, distribute a certain portion of the public fund according to the number of scholars in each district—the balance on the number of days taught, as certified to by the schedules presented?

School officers do not receive sufficient pay for their services. For that reason it is difficult to get good, thorough business men to serve in that capacity; for they can employ their time to a better advantage, or rather where it will pay them better, without the responsibility. Township treasurers, for instance, have the responsibility of several thousand dollars; are required to loan out the principal of the township fund; look after the securities; pay out moneys on orders from proper authorities, and receives annually some \$15 or \$20. Now, here: A owes the school fund a sum under \$100—B owes A a like amount—A wants his money of B—B can't pay it at this time, but says to A, "I will take up your note due the school fund, and give my note with security." A says "very well." The transfer is made by the treasurer, and receives nothing. While, if A pays his note due the school fund, B borrows that money, and pays his note to A, and treasurer receives his per cent.; while it is no more trouble in the last instance than in the former. Why not receive a per cent. on township fund as well as on public fund?

Do school commissioners do their duty in visiting the different schools in their county, and keeping a general supervision over them? No. I do not; and I find that I am not alone in that respect. Why not? They get no pay for the time spent, besides bearing their own expenses. That portion of their duty which is confined to the office, such as the examination of teachers and receiving and disbursing the public funds is attended to all right. Why? That pays something. I know that I would go as far and do as much as my limited means would let me, to advance the cause of education; but I feel that this important part, of visiting schools, will not receive that attention that it requires until they receive some recompense for the time spent. I would inquire—will it not pay a county, where they expend annually some thirty thousand dollars, for the support of common schools, to pay some competent person a reasonable compensation to devote his whole time and energies to the advancement of education in the public schools of that county?

The above is most respectfully submitted by your most obedient,

J. J. TOPLIFF,
School Commissioner.

PUTNAM.

November 3, 1858.

HON. WM. H. POWELL:

SIR—That the present school law is altogether too cumbrous and obscure, and comes far short of what it should be, no one will deny: But can we make one that will practically work much better till we have tried the present one long enough to fully understand and distinctly mark its every fault and error?

The free school system of Illinois is yet in its infancy. True, we have laid it on the only true and sure foundation, viz: *ad valorem* tax—the foundation that must, and inevitably will, insure its success; but even with *this* sure foothold, it will require study, care, labor and time to erect a superstructure that will fully meet and satisfy the educational demands of our noble prairie state.

The old adage, "what is done in a hurry is ill done," is fearfully true. The car of improvement has very often been seriously retarded in its progress from a too great hurry, not only in forcing it prematurely along, but also in the too frequent change in its machinery. We are yet only making the trial, let us wait for some of the results to mature, for it is only by its mature fruits that we can fully know it. Then, by the knowledge and experience thus obtained, we can go knowingly to work to amend the present law, or make a new one.

The present law, with all its faults, has done a vast amount of good. We have better school houses, better teachers, better schools, better school books, better scholars, better school officers, and a better order of things in school matters, than ever we had before.

It is my opinion that a great deal depends on the county school commissioners in raising the standard of education, and for that very reason *they* should be *thorough, practical and experienced* educators. We want county school commissioners who can lighten as well as thunder. Let it be proclaimed through the whole length and breadth of our state, that Illinois wants no old foggy school commissioners, and a mighty stride will have been made to the complete and glorious success of our common schools.

The following changes in the present school law have been suggested to me.

1. That one school director be elected annually.
2. That a compensation of two dollars per day be allowed the school commissioner for visiting schools.
3. That the state two mill tax be dropped, and that the trustees of each township be authorized to levy taxes necessary in their several townships for the support of schools, for at least six months in the year.
4. That the township treasurers be allowed a better compensation for their services.
5. That if the interest on the school fund is not paid strictly in advance, interest at the rate of 20 per cent be collected on principal and interest.
6. Repeal that part of the school law which says "white persons," and have it read "persons."

Yours truly,
CHARLES CROSS,
School Commissioner.

RICHLAND.

OLNEY, November 8, 1858.

To Superintendent of Public Instruction:

DEAR SIR—Herewith I send you reports as required. I have made up the returns in as plain and correct a form as is in my power to do, under the circumstances. I am late with the returns, from the fact that they have been late in coming to me; and in some instances I have had to send them back to make them over again; and in one township I had to send a man to make them up. The returns to me are very imperfect and much blotted. Some of the township officers are not very good business men, and their books are kept so poorly that it would take the superintendent himself to make returns from them, and he could not do it, from the books alone. I think there should be a remunerative fee paid to the treasurer for his services—such that would induce men *qualified* to keep the books correctly; then the reports could be made up *correctly, and would show the correct condition of schools throughout the state.*

I shall send this by the Adams & Co. Express, and if it should not reach you by the 15th, hope you will make all the allowance possible. Hoping it may reach you in time.

I remain very respectfully yours,

JOHN H. GUNN.

ROCK ISLAND.

SCHOOL COMMISSIONER'S OFFICE.

November 3, 1858.

WM. H. POWELL,

Superintendent of Public Instruction :

SIR—I have the honor to transmit the accompanying statements of the condition of schools in the county of Rock Island for the years ending October 1, 1857 and 1858, together with a brief synopsis of the remarks and suggestions of the township treasurers, in their reports to me.

It will be observed that the statement for the year ending October 1, 1857, is not as full and perfect as could be desired; it is, however, the best that can be had. That for the year ending October 1, 1858, is believed to be as near perfect as can well be obtained.

Synopsis of the remarks and suggestions made by the township treasurers in their reports to the school commissioner :

Abner Mitchell, Treasurer T. 16, 1 west.—The existing school law, in its practical operation, is in many respects imperfect. Suggests that an entire revision of the law is greatly needed, especially such portion of it as pertains to the duties of trustees, directors and township treasurers. Is also of the opinion the township treasurers should be remunerated for the responsibility incurred in the safe-keeping and distributing of moneys which pass through their hands.

Gilbert Jameson, Treasurer T. 17, 1 west, thinks the township treasurers should make an annual instead of a biennial report to the school commissioner, which would obviate the liability on the part of township treasurers to complicate and intermingle the statistics of one year with another.

S. P. Hodges, Treasurer T. 18, 1 west, remarks that the law now requires the directors to make return to the county clerk on the 1st Monday in July of each year, of the rate per cent. they propose to levy for school purposes, while the assessment upon which it is to be levied is not made until a month subsequent; and inquires if the uncertainty as to the rate per cent. proper to be levied which the directors experience from not knowing what the assessment will be, should not be remedied by changing the time of the return of the rate per cent. to a later date than the return of the assessments.

Robert Armstrong, Treasurer T. 16, 2 west, suggests the expediency of school directors being elected for a term of three years, and so arranged that the term of one expire annually. By such an arrangement the services of at least one experienced director would always be retained in the board.

Wm. Bailey, clerk of Rock Island school district board of education, says: Rock Island school district was incorporated February, 1857, and embraces all of fractional township 18, 2 west, and the north half of sections 1, 2 and 3, in township 17, 2 west. Such is the practical working of the law, that, of the two mill tax assessed upon the district, it receives back as its quota of school fund less than one-half of the amount that it pays to the state. Not a very profitable operation for that district, certainly.

A. S. Coe, Treasurer T. 19, 2 east, observes that should a new edition of the school law be published the coming winter, it should contain, for the sake of certainty and convenience, all the forms of a technical nature required by the law, which the school officers may have occasion to use.

S. L. Brettun, Treasurer T. 18, 1 east, suggests the propriety of amending sections 32 and 39 of the school law so as to require the trustees, as such, to sign the records and deeds of conveyance instead of the president and clerk, and that the clerk witness the same. Also suggests a change in the day of election of directors, to avoid its being on the day of the meeting of the trustees; and mentions, as a suitable day, the 2d of April, in each year. Also another change: that the district directors be required (as heretofore) to furnish the township treasurers with a list of persons under the age of 21. Also, further, that a change be made in the mode of distributing the interest fund, so that no district can draw, at one time, more than enough to pay their teacher for one term, until all the teachers in the township have been paid—then, if a surplus remain, that it be discretionary with the trustees to add it to the principal or let it remain in the interest fund.

Respectfully yours,
R. M. GRINNEL,
School Commissioner.

ST. CLAIR.

SCHOOL COMMISSIONER'S OFFICE,
November, 1858.

To the Honorable Superintendent of Public Instruction of the State of Illinois:

HONORED SIR—Accompanying his reports of the two years ending October 1, 1857, and October 1, 1858, the undersigned respectfully submits the following remarks of some of the treasurers and himself:

Mr. ANTH. SCHOTT, treasurer, in T. 1 N., R. 7 W., makes the following remarks and suggestions, in reference to sections 34, 42 and 36, relative to the taking the census:

SECTION 34. "I wish to urge again the re-establishment of the mode of distributing the townships funds in proportion to the number of children residing in the districts, as in section 41, of the law of 1849. This is consistently carrying out the principle that regulates the distribution among the counties by the auditor and among the townships by the school commissioner. It is the only practicable way in which the directors, when they engage a teacher, can make an estimate of the amount of money they will receive when the teacher is to be paid, because they then can judge of that amount by the last year's census, which will but slightly vary from year to year, while the attendance of children throughout the township, depending on circumstances not to be known beforehand to the directors, as health, weather, good will, etc., is so entirely uncertain that it is impossible to make even a guess at the shares of districts, before all the schedules have been returned and added up. It is further the only way in which, with any kind of equity a distribution can be made among districts of different density of population as then towns and villages, which by the nature of the case, always can have fuller, more regular, better schools, would not, as they do now, having a larger daily attendance, also take the means from the *rural districts*, where children often are detained from school by bad weather

and bad roads, which are no hindrance for those in towns. It would prevent the injustice that under the present mode of distribution frequently occurs, that weak districts have to tax themselves for making up the balance left unpaid on their small schedules, though paying a low salary to their teachers, while strong districts with a full schedule can pay a high compensation, and still have a surplus."

§ 42. "As to a better arrangement of section 42: to a change of the election of directors to the last Saturday of September, (so that not said election and the meeting of the trustees come on the same day,) [section 36]—to a regulation of having the census taken by the directors, (who can do it with very little trouble)—and to some other points, allow me to refer to the remarks accompanying my report to you of 1856. ANTHONY SCHOTT."

These remarks of Mr. Schott I have sent to Mr. Edwards, separately, and in advance of the regular school commissioner's report in October, 1856.

MR. G. W. BOWLER, treasurer of T. 2 N., R. 8 W., in reference to section forty-five—

"Section 45 of school law works badly, on account of collectors not having the full amount of the district taxes *all* collected by the first day of April, consequently the collectors refuse to pay the full amount assessed, as shown by the county clerk's orders. The collector refuses to pay on the certificates, but pays such amount in bulk, as he may have on hand, collected from the township, and treasurers are therefore left without any guide in paying out the funds belonging to districts, and cannot know whether one district is receiving more than its amount or not, until a final settlement with the collector in September. I would therefore recommend the repeal of so much of said section as places the collection of the district taxes in the hands of the county collectors, and place it in the control of a township collector, who could pay over the amount collected from each district directly to the township treasurer, as each district's tax payers had paid over to him, which would avoid much confusion and trouble to district directors, and also to treasurers.

"Should a township collector for collecting district taxes be created by law, it is recommended, to secure efficiency and capability, that he be reasonably compensated for his services. G. W. BOWLER."

Mr. C. Glass, one of the trustees of schools in T. 1 S., R. 9 W., in the name of the said trustees, in reference to section thirty-six, relating to the taking the census:.

§ 36. "The law makes no provisions for who shall take the census of the township, nor any pay for the same. This should be amended by appointing some one person to do it, and paying him for it. It would then not be neglected. Such is the opinion of the trustees of T. No. 1 S., R. 9 W.

. C. GLASS."

Mr. Frederick Horn, treasurer in T. 2 S., R. 9 W. Suggestions in reference to townships divided by county lines—distribution of funds. Section 34. Only one board of school officers to be elected in each township—and in reference to section 45:

"In regard of the different defects of the present school law, I would point out the following, and suggest proper remedies:

"1. In townships divided by county lines, should be allowed to organize separately in each county, and the township fund and proceeds of land sale apportioned according to the number of acres in each fractional part; this would be essential and expedient, in order to make proper and reliable reports to the respective commissioners. The apportionment of the township fund should be made by the different school commissioners interested."

§ 34. "2. The distribution of the common school and township fund should be apportioned by the board of trustees, according to the number of children in each district, and charged to the separate district account by the treasurer, subject to the orders of district directors. This course would obviate a great many contentions and conflicts between trustees and directors. But to make the law efficient in this respect, it seems that only one board of school officers ought to be elected in each township and fractional township, involving on them the duties of levying taxes, employing teachers, and to attend to the township school affairs generally. As the present law has given the supreme power to district directors, leaving only power to the trustees to execute the orders of school directors, it is obvious that one board might be dispensed with and abolished."

§ 45. "3. The present mode of collecting school taxes is very burdensome on the county collector, and is generally withheld from the treasurer after due time. Now, if all township school taxes were collected by the township treasurer, and the power granted as conferred on county collectors, the same would generally be paid in the treasury when needed, causing the treasurer to pay more attention to his office, as his compensation would be and ought to be increased.

FRED. C. HORN."

So far the treasurers' remarks.

As to the reports of the undersigned, I have taken great pains to make them as perfect and trusty as possible, but I am afraid that on account of a great many deficiencies in the reports of the treasurers, my trouble has not been of much avail. Most of these reports seem to be executed in a hurry, and more for the purpose of getting rid of the job than of performing a duty—and a good many answers seem to be guess work. Four reports, though returned in time, I sent back on this account, pointing at section 21; and into three townships I was really forced to send a competent man, according to the provisions of said section—but I cannot say that I am satisfied even with these reports—they are done with the assistance of the officers, and as I believe, for the purpose of saving time, and the expenses due to my appointee, have also been done in a great hurry.

The blank, "Number of well qualified teachers," has not been filled up by some; probably because those who have not, did not regard themselves competent to judge the qualification of teachers.

The undersigned very sincerely regrets that the intention of the Teachers' Association, lately assembled at Decatur, has not been executed, and that a meeting of the school commissioners of the state has not been called; for he is satisfied, that at such a meeting, by the discussion on the various duties of this office, various very good suggestions would have been brought to light. So is—

The examination of teachers and the teacher's certificate very often a matter of great embarrassment to the school commissioner, and not without effect upon the success of schools.

It is very commonly the case that persons applying for examination are deficient in one or more branches, and not prepared to teach them, while in other branches they appear to be prepared. To refuse a certificate to such persons would almost be equal to locking up all the school houses. The certificate they then get is a general one, certifying to *all* the branches—this or none at all is the choice of the school commissioner, and the directors, depending on this certificate, very often afterwards are disappointed.

What I have done to avoid this was to make use of the proviso in section 52. After examination, I told the candidate that I could not give him a general certificate, but that I was willing to certify to the following branches, viz: A B, etc., if he could prove by a certificate of the school directors, that

unable to procure a teacher competent to teach the branches required by law they were satisfied with such a limited certificate. This difficulty might easily be avoided by *the establishing of a graded certificate on the branches separately.*

Another matter of embarrassment, is the word "properly," in the phrase for the form of the certificate, "that——is qualified *properly* to teach," etc. If this word means what I understand it to mean—"to teach in such a way that the object before the pupil become his property, (as far as applicable to the various branches,) not by memory, but by the activity of his mind, so that the development of the mental faculties is the chief aim of the method of teaching"—then, how many persons proposing to teach may be qualified to get a certificate? Not one in ten, as far at least as I have become acquainted with such persons. In the certificates I have granted, I regarded this word "properly," as not existing.

In concluding this report, I mention another question that would probably have come up at the said meeting of the school commissioners. This:

Would it not be possible, and feasible, by means of legislation, to compel or to force teachers to attend to meetings called by school officers, for the purpose of serving the cause of education, as teachers' associations, institutes, lectures, etc.?

Most respectfully submitting,

GEORGE BUNSEN,

School Commissioner.

SALINE.

SCHOOL COMMISSIONER'S OFFICE.

November 5, 1858.

WM. H. POWELL,

Superintendent of Public Instruction:

The accompanying reports you will find rather imperfect, from the fact that so many officers manipulate the affair. It strikes me the law could be better carried out by fewer officers. For instance, drop all township officers but one commissioner or superintendent for the township, to transact all of the business, disburse money that may come into his hands according to law, the same as the commissioner of the county. Then abolish all directors of districts but one for each school or district, and him to give bond as the township commissioner or treasurer, and have charge of all the moneys of the district or which is due to the district, with an emolument sufficient to pay him to discharge his duty punctually and faithfully. Carry down the law to the district the same as it begins at the state. These officers should be elected by the legal voters of the districts and townships, as the three trustees and directors are now elected, with an educational board of these superintendents—to meet quarterly to keep advised the best mode and plan to carry out the law and management of schools in their townships. They may have a general meeting of a general board, also, to meet at some convenient place in the county, annually, and adjust the school business of the county.

Our schools are not working well, from the fact that too many teachers are filling up the schools of too limited qualifications. The stream can never rise higher than the source. Our schools will be kept in ignorance as long as we have so many ignorant teachers instructing them. Teachers of full qualifications cannot be had in this portion of the state to supply schools, and it will ever

be so as long as the districts limit the qualifications. They can hire a man qualified in orthography, reading in English, and penmanship, for some twenty dollars per month, while he answers the demands of our children, the directors say, just as well as one well qualified in all the branches required in the law, which we would have to give some forty dollars. This county is in want of four-fifths of the teachers fully qualified according to law; but now four-fifths of the certificates are issued to young men who do not expect to make a business of school teaching, only to idle away some four or six months of the winter, with limited qualifications and poor ability to instruct children, and rather do it than labor on the farm, of which they are the most fitted or educated to do. The free school system is very much complained of as bringing an unjust tax upon a certain portion of the tax payers; yet I believe the plan is operating to the benefit of the rising generation. At any rate, it has this advantage, of encouraging the indigent poor from the adjoining states to settle among us, to educate their children.

V. RATHBONE,
School Commissioner.

SANGAMON.

Many ages ago, christianity first proclaimed the universal and equal right of every human being to enlightenment of mind. In more recent times, patriotic statesmanship, in several countries of Europe, has favored the same great design: and now, the civil liberty and new condition of society developed and grown up in the United States, demand it, together with a pure and elevated moral culture, as the essential foundation of a republican government. All other forms of government require well disciplined and subservient armies for their support: the democracy of America, except on special occasions, may dispense with armies, but cannot subsist without universal education. This is the strong felt conviction of the national heart; and it is no longer a question, whether all should be educated, nor whether by private schools supported and managed by individual enterprise, or by public schools, free alike to all, and under the supervision of the state. Experience has proved that the education of the citizens is a duty of the state, and must not be left to the uncertain hazards of mere private liberality and enterprise.

The enlightened mind and toiling hand, in industrious use of the natural materials furnished by the Creator, are the two great producers of wealth. The mind without the hand, can do but little; the hand without the mind, much less. Education trains and guides them both; and they both produce the wealth which man covets. By this process, wealth becomes debtor to labor—the labor, namely, of mind and hand; in other words, the wealth which industry produces becomes debtor to industry.

But the manual industry of the world has all been performed by the million masses, who have seldom been paid for their toil in proportion to its worth; while the wealth which their toil produced still continued to pour its treasures into the coffers of the few. The history of nearly all the nations outside of the United States, shows clearly enough that the toiling millions by whose hardy industry the capital stock of wealth has been begotten, have never been properly cared for by those—the few—who employed them, legislated for them, and held control over them. But now, in the nineteenth century of the christian era, and here, in this land of political equality, where the sceptre has passed

from the few to the many, the many have ordained, by the school law, that wealth, by whomsoever possessed, shall pay a just and reasonable tax, in order that the many as well as the few, may be educated. Thus after many long and dreary ages and violent revolutions among nations, capital has fallen under the legislation of the millions, and is justly required to pay for their education, to the end that they may perform their labor better, bring greater increase to capital, and be happier and more estimable citizens.

Cheapness, universal diffusion and higher standard of education; facility and higher value of production; better quality of products; multiplied discoveries in science and rapid improvement of arts; augmentation of capital; security to national freedom and the peace of society; protection to the rights of individual man; the physical as well as the intellectual and moral invigoration of human kind; and the perpetuation of a wise and righteous republican nationality, that shall overspread the entire continent of America, are among the numerous and inestimable blessings which the free school system, established and upheld by the state, is most certainly producing.

In the state of Illinois, the school organization is yet susceptible of improvement. As suggested in your circular of January 1, 1858, the district organization alone, without its present complexity with the township, would be far more simple and efficient—especially if it were placed under the supervision of an intelligent and industrious school commissioner, who could devote his whole time to the duties of his office. The school districts are little sovereignties, independent of each other in the sphere of their respective interests, and have no sympathy or fellowship with the township in which they are situated, further than to receive their pittance of money from the township treasurer.

The assessments levied by the district directors ought to be reported to the school commissioner, rather than to the county clerk, and all the funds of the county, for purposes of public instruction, ought to be in his hands subject to the order of the directors, for the payment of the teachers and all the other expenses of the schools; and the same officer should be constantly in correspondence with the schools, by personal visitation or otherwise. In this way, more accurate and reliable information could be obtained for the biennial reports which the law requires to be made to the superintendent of public instruction, by the school commissioner.

Nor is our present method of granting teachers' certificates satisfactory. We ought to recognize the differences indicated by good, better and best. By our present manner of giving certificates, injustice is done to the experienced professional teacher, and proper stimulus is withheld from the novitiate just entering upon his first quarter in the school room. Perhaps three grades of license, similar to those in Ohio, might be generally acceptable and productive of desirable results.

You will notice in the report from this office, for the year 1858, that whilst only forty-eight thousand dollars were received for school purposes in the county of Sangamon, an expenditure was made of nearly one hundred thousand dollars. If these figures are reliable, they exhibit a remarkable neglect, on the part of directors, to levy the *ad valorem* tax authorized by the law. Men who are so reckless about running their districts into debt, when the law makes ample provision for the cash, must be guided either by an arithmetic that is at fault, or a mistaken view of the privileges and duties of their office. I cannot but hope, however, that the reports I have received on this subject, are in error.

Yours, very respectfully,

FRANCIS SPRINGER,
School Commissioner

STARK.

TOULON, November 9, 1858.

HON. W. H. POWELL:

DEAR SIR—By much effort I have been able to approximate to a correct report, though it is only an approximation.

I would respectfully submit some suggestions:

1. The law should provide for a thorough supervision. Retain commissioners, and give them a per diem, or a salary. By experience I know it is hard to visit without pay.

2. The machinery of the law would be simplified, by throwing out trustees or directors.

3. The directors should receive their money direct, and keep it on hand to pay teachers as soon as earned. It is wicked to compel a teacher to wait six months for his pay.

4. Directors should not be elected annually. A board with such a brief term of service cannot devise and mature plans for the good of the district. Almost every school in this county stopped—many since harvest—to await the election of new directors. Such a stoppage is disastrous to schools. The directors might hold office three years, one being elected annually.

5. Teachers' certificates should be graded, showing their exact scholarship in each branch.

6. Measures should be adopted to compel justices of the peace, prosecuting attorneys and clerks circuit court to pay over to the school commissioner the fines received. I find it very difficult to get hold of the fines. The officers who receive them sometimes retain them for months, and even years—and some never pay them. I happened in court, one day, just as a justice was testifying that he had received a fine for assault and battery a year before. Whereupon I dropped him a line, and got the money.

An attorney went from our court here to his home in another part of the circuit, with \$40 of school money. By mere chance I heard of it, wrote for it, and in a year thereafter obtained it. An attorney, *pro tem.*, took nearly fifty dollars (I think it was) of fines collected, to pay his fees in cases where the defendants did not pay. I would like your opinion on this point: A., B. and C. are fined ten dollars and costs each for selling liquor. A. pays his attorney fees (five dollars) and his fine. B. and C. do not pay anything, and the attorney takes the fine paid by A., which is properly school money, for his fees in the two cases! Is that legal?

But to give more cases: A constable lost, as he says, a fine of fifteen dollars, after it was paid to him, and I have not received the money yet, though it is said that arrangements are made to pay it. A justice received a fine a year since, and for months said nothing about it, and has not paid it yet. At the October term of the court, fines amounting to about \$100 were paid in, of which not one cent has yet come into my hands.

Allow me to say, sir, that in my opinion this matter needs ventilating. I suggested to a neighboring commissioner the propriety of looking into affairs in his county, and I am told that he has found three hundred dollars in the hands of one officer.

It is probable that not less than ten thousand dollars are lost to the state annually—enough to pay each commissioner one hundred dollars per annum.

Who examines the records of officers to know if they pay over the fines received?

7. In the blanks of treasurers you say, "No. of districts in which no schools have been kept?" In the blanks for commissioners the number is omitted, but I have taken the liberty to insert it.

Yours very truly,
R. C. DUNN,
School Commissioner.

VERMILION.

DANVILLE, November 5, 1858.

MR. W. H. POWELL,
Superintendent Public Instruction :

DEAR SIR—I send you the annual reports, made out to the best of my ability, under the existing circumstances. There is one report from 23, 9 east, which I cannot find; whether it has been handed to former commissioner and misplaced, I cannot say. The report for year ending 1857, is quite deficient, since the townships did not give full reports, and some none at all, for that year. You will also find in the report for year ending October 1, 1858, a scant exhibit from three or four of the townships; and I rather think that all these deficiencies and discrepancies are attributable to the lack of capability of some of these township officers, and their indifference to the matter of posting themselves. My knowledge of the school laws and system is very limited, but I feel that it shall be my endeavor to become better acquainted with it from time to time.

Hoping these reports may be of some service, though lacking much,
I remain yours respectfully,

E. H. PALMER,
School Commissioner.

WABASH.

MT. CARMEL, November 12, 1858.

Superintendent of Public Instruction :

DEAR SIR—In endeavoring to make out an abstract of amendments to the school law, which to me appear to be advisable, I found it nearly impossible to, in mere statements, embody them in a form which could be appreciated or understood, or, if appreciated and understood, they would appear as something which it would be almost impossible to make a law to meet. I have, therefore, for my own satisfaction and that you may the more thoroughly understand, embodied my proposals in an amendatory law, which you will find accompanying this. My reasons for the amendments proposed I gave in letters to your predecessor, but, a few of them I will repeat to you:

We have too many school officers—so many that, one relying upon another, none understanding their business, and little or no pay being received, nothing, or but very little, is properly attended to. By reducing the number of officers, and arranging them as I propose, I think the difficulty may be obviated.

Under our present system the election of school officers is nothing but a farce. Notice of election is posted, some half dozen persons get together at

the place some time during the day, remain for an hour, vote *viva voce*, make out something they call a poll-book, return it. That is the election—and it is really no election.

It is necessary to increase the pay; as, without some pay, officers will not work, and by making it an object to attend to the business something may be done.

Children should attend the schools regularly; and, to make them do so, it is necessary to have legislative enactment. As it is, schedules of 60 scholars, where the attendance might be 3,600 days, do not average over 2,400, and I doubt whether an average would exceed 1,800. We know the number of children that should be in attendance, and it is necessary there should be a school that they may attend if they will. The teacher must be paid, whether they attend or not. Some are regular in attendance, while the others attend only now and then. Those who attend but seldom, get behind their classes; their classes must wait a little that the laggard may catch up with them; the whole school is kept back by a few who are careless about attending, and sometimes whole schools catch the contagion, it becomes infectious, and the teacher is left almost without a school. My provision to make parents pay when children do not attend two-thirds of the time is to remedy this evil—children will learn more, the public will be benefitted, and the school fund will cease to be squandered.

Much damage is done by children to school houses, and it is difficult and almost impossible to make parents repair the damage. The school fund is drained off for the purpose, and the child repeats the offence and receives from its parents scarce one word of condemnation. By my proposal of making parents directly liable for injury their children shall commit on school property, the parents, finding themselves made liable, would counsel their children to refrain from such acts of violence, and would pay some attention to see that they did refrain.

Most of the school commissioners must have lost money during the last two years' service. I have not; but I have not made a farthing by the office. The obligation devolving upon us to visit schools, and yet at the same time withdrawing our pay, is where the difficulty rests. Aside from time lost, horse and buggy hire, in traveling to the schools, is not a less bill than fifty dollars a year—and I really believe that a legislative enactment giving to each commissioner \$50 a year for the years 1857 and 1858, for *ex-officio* services, would be an act of justice and equity. But, it cannot be asked—we took our offices for better or for worse, and if we find them all worse, and no better, we have no right to complain, and I for one will not.

Hoping that you will give serious consideration to my proposals,

I am, very respectfully,

WM. M. HARMON,
School Commissioner.

WARREN.

MONMOUTH, November 6, 1858.

To Superintendent of Public Instruction:

SIR—The present school law, like any new law, not absolutely perfect, has, in some respects, proved embarrassing to those entrusted with its execution. That the present law is entirely free of difficulty, in that respect, will, I pre-

sume, be claimed by no one in any manner connected with it. Much of the difficulty complained of is occasioned, no doubt, by the ambiguity of some of its provisions, but in the main I believe them to be fancied, resulting from a change of system, which will be dissipated to a great extent as school officers become more familiar with the meaning of the law. Whatever of real difficulty is found to exist will furnish no adequate reason for the entire abrogation of the system, but when discovered, should be clearly defined and amended, from time to time, as found necessary; as all experience demonstrates that no important system of human origin ever came perfect from the hands of its framers, and prudence itself dictates that no important system, whether political, social or educational, should be changed for trifling reasons or until sufficient time has elapsed to thoroughly test its operation. One of the main objections urged to this law is, that some counties do not receive for educational purposes, by some thousands of dollars, near as much as they raise by taxation, and it is claimed by those using the objection, that each county should receive from the public treasury the specific amount raised for such purpose in such county. I think, however, they entirely overlook the design of a free school system, which, as I understand it, is to place it as near as possible within the reach of every individual in the state, to obtain a good common education, and that too by dividing the burdens of education among the largest possible number of coadjutors.

The necessity for a more thorough and efficient supervision of schools in counties must become palpably apparent to every individual reflecting upon the subject, yet, as you say, seemingly to embarrass the supervision heretofore afforded, the last legislature repealed the law allowing \$2 per diem to county superintendents for visiting schools; the consequence of which is that in many counties these officers have ceased their visitations, because of their inability in many cases to sustain the drain upon their pockets, to say nothing of the loss of time. Take for instance this county as an example. Here the superintendent receives no compensation for his labor, save the simple per cent. on annual distribution to the different townships, and perhaps a few dollars on teachers' certificates, which will amount to somewhere between one and two hundred dollars. We have in this county over one hundred school districts. In order to visit each of these districts, it would require a man to spend about two months out of every year, to the neglect of such other business as he may have, besides paying for a team at the rate of at least two dollars per day. This you perceive no school officer could afford, with a moderate income, (as all school officers have.)

The fact is we shall never have a proper supervision, so essential, I may say indispensable, to the success and prosperity of schools, until there is a reformation in this particular. I would suggest that a sufficient compensation be allowed the school commissioner, coupled with a penalty for neglect of duty, with a provision making it absolutely obligatory upon him to visit the schools throughout his county. This I think would have a tendency to exclude persons who are incompetent to fill the office, and whose hearts do not beat warm in the cause of education, whilst at the same time it would induce competency, excite more interest in the selection of proper persons to fill the station, and compel a performance of the trust. The provision of the law requiring six months school, though objected to by some for the reason that it works hard in some cases, has, I think, been generally found to work well, and should be stringently enforced. It will not fail to be observed that there is a falling off in the amount received and paid out as teachers' wages. This, to a certain extent, is owing to a delinquency in payment of taxes, but mainly, I believe to a failure on the part of district directors to do their duty; and a failure

on their part, when making their levy, to make any allowance for such delinquencies as may occur. Perhaps an increase of penalty would prove sufficient. As the matter now stands, teachers labor under serious inconvenience in procuring their wages, in many instances having to wait until after the next annual assessment for their pay. Perhaps it would be better, where such is the case, to instruct the directors to borrow money on the faith of the district, and thus relieve the necessities of teachers.

With respect to the board of teachers, I would remark, that I do not think the plan of boarding teachers out of the township funds, one that will obviate the difficulty arising in that matter, as well as other modes which have been suggested. It answers well enough so long as the funds last, but when they are exhausted, the same difficulty will be found to exist which has been complained of. I think it would probably be found to work better if each district boarded its own teachers. Perhaps a recommendation from an official source to that effect would prove beneficial.

It has been suggested that the township trustees be elected, one each year, at the town elections in the spring, which I cordially approve, for the reason that each one would then be compelled to serve three years, and their terms of office not all expiring at the same time, they would become more familiar with their duties, where two of the board held over at each election, one for one year, and the other for two years; besides, it would have a tendency to excite more interest in the election of these officers, so important to the welfare of our common schools.

There are some who think the old law preferable to the new, where it authorized the town board of trustees to levy a town tax for the support of schools, for the reason that it is difficult to ascertain the precise amount belonging to each district. So far as the land is concerned, it may be ascertained from the township plats; but the difficulty lies more particularly with the personal property tax. They say further, that by the old law, where the trustees laid the tax and paid off the teachers, the surplus, after paying teachers, eventually proved sufficient for the support of schools, without levying any tax whatever. I am not prepared to say what force may be found to exist in the objection.

I find, upon examination of the reports of the township treasurers, on file in my office, that the answers to the several interrogatories inclosed in the printed blanks are meagre and unreliable, particularly those relating to the year preceding the present school year. In many places they are imperfectly filled, in others very inaccurately, and in a great many cases not at all. In conversation with town officers, I learn that much of the statistical matter required can only be obtained through the medium of the district directors, and that they have no way of compelling directors to furnish the necessary information; besides, in many places, the accounts of town officers are kept, if at all, very loosely, and the directors being elected from year to year, and continuing in office but a short time are in many cases absolutely ignorant of what their predecessors may have accomplished. I think the remedy may be easily found for insufficient returns. It should be made the duty of directors to make an annual return to the township trustees of all such statistics as relate to or concern their district, of the kind now required by the trustees or treasurer. I think if the law required the reports to be made in this manner we should be more likely to get a good report; otherwise, under the present system, I do not think we shall ever succeed in receiving correct or complete reports.

Yours respectfully,
V. G. HARBAUGH,
School Commissioner.

WAYNE.

SCHOOL COMMISSIONER'S OFFICE,
October 27, 1858,

TO THE HON. W. H. POWELL,
Superintendent Public Instruction :

SIR—In the remarks I have to offer, in connection with the accompanying report, I have to say that I concur in the opinion that it would be impolitic to attempt, at this time, any radical change in the law, for the reason: First, that the school officers throughout the county are just beginning to understand their duties under the law properly, and complain of changes being so often made. Second, that there has been a strong feeling of opposition in this county against the whole system, on account of the burthens imposed, which feeling, however, has, to a great extent, subsided, and our people are becoming reconciled to the law, and are willing to have its provisions carried out, and notwithstanding there are many imperfections in the workings of the system in this county, I am satisfied that there is a decided improvement in the character of our schools, and that we are in advance of what we were two years ago; and as our system seems to work well enough, we think it best to let well enough alone for the present. I am of the opinion, however, that at a proper time the system should be changed for a judicious township organization, which would be more plain and simple in its operations, and thus more easily understood, as well as get rid of a host of officers that now incumber the system, which is really the great difficulty. I concur in the opinion that there should be a supervision of the schools in each county, and that it was bad policy in repealing the duties of the commissioners, in this respect; as by such supervision the person, if competent, could do a great deal towards removing the prejudices that exist against the system as well as explain the law and duties of officers, and encourage teachers, make such suggestions as his experience might enable him to do. Owing to the vague and imperfect manner of the reports of some of our officers, it is impossible for me to perfect my report; but as we are improving, in this respect, I hope to be able to report more perfect hereafter. All of which suggestions are respectfully submitted.

Yours with consideration, &c.,

E. A. JOHNSON,
School Commissioner.

WILL.

JOLIET, November 5, 1858.

WM. H. POWELL,
Superintendent of Public Instruction :

I herewith send you as full reports as it has been possible for me to obtain. You will notice the report for 1858 is very nearly complete, and, so far as anything essential is concerned, I believe entirely so. It has caused me much trouble to obtain correct and transcribe the several reports from the township treasurers; and many of them told me it was *impossible*, from their records, to furnish some of the statistics demanded, especially for the year 1857.

Suggestions in regard to the present school system:

1. If the two mill tax could be retained in the townships where the same is raised, and be paid over directly from the collectors to the township treasurer or trustees, we should save considerable per centage, now unnecessarily paid to officers, and it is *just* that each township receive *all* the benefit from the taxes, which it is compelled to pay.

2. The present mode of distribution of all the school money, including state fund, two mill tax and interest on township funds, among the districts, according to the aggregate of the schedules presented, works a manifest *injustice*, especially in *favor* of populous neighborhoods, and *against* those more sparsely settled. Example: one district may present a schedule for a quarter, with an average of 40 in attendance, consequently footing up for an aggregate, 2400. Another district adjoining, with a larger territory, and paying more taxes than the former into the general school fund, cannot get an average of more than 20 pupils in attendance, and all go to school, consequently having only 1200 at the close of a quarter, for an aggregate. Now the latter district must pay a teacher just as much wages as the former, and can only draw half as much from the public fund; therefore must tax the inhabitants of the district again, grievously, to make up the deficiency, while the former district has plenty from the public fund to pay the teacher, and perhaps *more* than is needed for that purpose. The disparity between two adjoining districts, that have come directly to my notice, is even *greater* than in the example above given.

Respectfully submitted,

B. F. ALLEN,
School Commissioner.

WINNEBAGO.

November 17, 1858.

HON. WM. H. POWELL:

Herewith I send you my report for 1857.

I would suggest the following alterations in the school law:

1. The limitation of the powers of directors and township trustees.
2. The distribution of money in proportion to the number of children between the ages of 4 and 20.
3. Prohibiting directors from hiring teachers beyond their term of office.
4. Making an allowance to school commissioners for visiting schools, or abolish the office and have township superintendents instead.
5. Add the proviso in section 44 to section 43.
6. Make it the duty of directors to report yearly to the township trustees all the items comprehended in the report to state superintendent, or all those items which relate to districts.

Directors refused in many cases to furnish any items to treasurer, as the law does not make it their duty.

The above are the principal amendments to the present law, I have to suggest. The law is very blind on many points, and the more I read it the less I know about it. It will not bear more than one perusal.

The accompanying report is very faulty, but is as near correct as it is possible to get it.

Yours very respectfully,

H. H. WALDO,
School Commissioner.

WOODFORD.

SCHOOL COMMISSIONER'S OFFICE,
November 8, 1858.

HON. W. H. POWELL,

Superintendent of Public Instruction:

MY DEAR SIR—Inclosed I send you the annual report of the condition of common schools in this county, for the years commencing October 1, 1856, and ending October 1, 1857, and commencing October 1, 1857, and ending Oct. 1, 1858.

Allow me to suggest a change in the present school law on the following points:

1. That school directors be elected for three years, so classed that one out every year, and the election for directors be held the last Saturday in August, annually, so as to give the new board time to employ teachers for winter schools, to commence on the first Monday in October, because, as at present, the old directors do not like to hire teachers for their successors.

2. That in the sale of prairie school lands, six months interest in advance, and mortgage on the same land, with personal security, be sufficient. This change in the law will enable good men to buy such school land, who have no real estate and therefore cannot comply with the present law, and hence some prairie school lands remain unsold, which have been and are now in market. Prairie land cannot be diminished in value by the purchaser as timbered land may.

3. That all school tax be appropriated to school purposes in the township where it is collected. This would be just, and prevent the clamor we hear about school taxes being collected from one class of citizens, and appropriated to the benefit of others in distant counties.

4. That the school commissioner be elected for four years, and that he be paid a salary out of the county treasury, half yearly in advance, sufficient to enable him to give his whole time to the duties of his office. This would enable him to assist the township treasurers to make their reports fuller and much better, as many of them do not properly understand their duties, and hence the miserably imperfect reports they send the commissioner, and from these it is impossible for him to furnish a correct report to the superintendent of public instruction.

Very respectfully, your obedient servant,

J. J. HARVEY,
School Commissioner.

TOWNSHIP STATISTICS.

TABULAR STATEMENT OF ADAMS

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars.....	Number of white persons between 5 and 21	Number of white persons under 21.....	
1 N. & W.....	6	6	6	5	\$35 00	\$20 00	239	162	678	447	\$1,050 00
1 " 6 ".....	6	6 $\frac{1}{2}$	6	1	32 00	.....	150	135	798	....	2,107 53
1 " 7 ".....	6	6 $\frac{1}{2}$	12	6	30 00	15 00	293	177	710	....	1,629 84
1 " 8 ".....	7	7 $\frac{1}{2}$	10	4	32 91	17 16	299	248	1,015	720	2,347 00
1 " 9 ".....	7	8	1	.....	34 00	.....	24	27	192	127	730 00
2 " 5 ".....	5	7	9	4	32 50	19 00	175	156	516	387	1,666 37
2 " 6 ".....	6	8	6	6	32 50	20 00	205	213	535	346	1,379 60
2 " 7 ".....	6	5 $\frac{1}{2}$	7	7	25 00	14 00	177	147	580	423	1,237 95
2 " 8 ".....	6	8	6	3	35 00	12 00	262	233	800	564	1,591 00
2 " 9 ".....	5	7	3	2	34 33	16 66	.....	.....	314	214	41 25
1 S. & W.....	9	6 $\frac{1}{2}$	7	6	25 00	19 00	91	111	430	313	2,678 75
1 " 6 ".....	9	6 $\frac{1}{2}$	13	7	31 25	16 80	154	149	578	413	2,500 00
1 " 7 ".....	9	8	19	5	30 00	20 00	.....	.....	645	443	2,695 72
1 " 8 ".....	7	4 $\frac{1}{2}$	5	5	32 50	25 00	237	262	388	....	914 99
1 " 9 ".....	3	10 $\frac{1}{2}$	2	3	33 67	18 52	29	33	226	159	524 00
2 " 5 ".....	6	6	5	5	27 50	21 50	90	85	492	259	1,866 60
2 " 6 ".....	6	7	12	4	30 50	12 50	200	170	969	776	1,116 33
2 " 7 ".....	8	7	8	9	35 00	24 00	411	369	768	576	1,576 54
2 " 8 ".....	6	7	8	3	33 80	15 23	150	113	850	590	1,679 00
2 " 9 ".....	.....	.....	.....	.....	.....	.....	.....	.....	143	.....	.....
3 " 5 ".....	7	6	7	8	25 00	18 00	225	225	621	....	2,100 00
3 " 6 ".....	11	12	16	17	25 00	13 00	216	144	852	....	1,504 54
3 " 7 ".....	12	8	8	3	33 00	20 00	493	367	1,233	1025	4,403 92
3 " 8 ".....	5	7	7	3	26 00	15 00	136	97	589	368	4,400 00
Quincy City..	12	10	4	12	56 25	37 50	680	720	6,878	....	15,000 00
Total.....	160	7 $\frac{1}{2}$	86	128	31 00	18 00	6,507	4,348	21,020	...	56,729 95

COUNTY, for the year ending October 1, 1858.

School Funds--Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$688 90	\$806 87	\$1,000 00	\$100 00	\$1,600 77	\$1,906 00	6	.....	.....
663 84	.....	1,220 21	76 61	874 40	1,296 82	5	.....	.....
642 10	.....	790 01	504 55	1,310 33	1,294 56	7	.....	.....
919 48	104 35	2,116 87	1,216 76	2,475 29	3,333 63	8	.....	.....
333 90	.....	297 60	.....	393 90	311 60	1	.....	.....
466 59	319 15	696 95	584 91	1,635 43	1,573 62	5	.....	528 45
549 25	1,171 94	1,236 34	75 00	1,859 84	1,236 34	6	.....	.....
576 79	422 74	912 08	563 04	1,123 23	1,101 00	8	2	1,145 50
704 25	350 64	1,156 36	597 60	1,942 99	1,928 96	5	1	450 00
431 40	.....	411 91	296 00	712 06	707 91	3	.....	.....
478 10	420 93	753 41	430 00	1,596 83	1,596 83	6	1	320 00
599 80	150 00	804 66	381 00	1,272 85	1,111 45	6	1	1,000 00
615 21	772 77	1,655 48	733 00	2,390 48	2,277 54	8	.....	.....
586 40	662 00	1,101 72	50 00	1,299 13	1,188 13	5	.....	.....
267 00	444 88	405 02	.....	816 68	938 95	2	.....	.....
476 84	172 38	697 50	251 50	1,105 64	1,025 25	5	2	434 00
758 05	472 30	1,280 96	500 00	1,355 75	1,280 96	6	.....	.....
729 24	.....	1,569 53	.....	2,092 11	1,780 25	7	.....	.....
831 75	1,956 72	916 58	1,040 14	2,933 30	2,873 30	7	.....	.....
71 68	.....	.....	555 00	71 68	28 38	1	1	555 00
597 29	130 00	930 00	240 00	1,250 00	1,150 00	6	.....	.....
703 60	221 00	1,775 00	1,700 00	3,484 00	34,84 00	9	4	1,700 00
891 30	.....	1,345 23	.....	1,884 53	1,884 53	9	1	600 00
612 00	460 00	1,215 74	1,400 00	2,960 00	2,960 00	5	2	1,400 00
3,805 17	6,600 00	6,000 00	1,000 00	11,395 17	8,200 00	4	.....	.....
18,001 49	15,438 37	30,189 27	12,295 11	49,746 39	46,470 02	140	15	8,132 95

TABULAR STATEMENT OF ALEXANDER

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21	
14 S 1 W..	1	6½	1	....	\$30 00	.....	20	12	162	72	\$1,138 54
14 " 2 W..	3	6	2	....	33 75	\$20 00	32	36	201	133	472 22
14 " 8 W..	1	6	1	1	40 00	26 00	85	30	0	250	1,290 70
14 " 4 W..	....	....	....	....	....	....	....	....	65	55	495 00
15 " 2 W..	4	8½	4	1	25 00	20 00	95	47	4	189	641 62
15 " 3 W..	8	....	4	1	....	20 00	80	108	\$35	....	1,318 37
16 " 2 W..	4	....	5	1	85 00	25 00	20	15	197	130	1,001 86
16 " 8 W..	....	....	....	....	....	....	....	....	72	42	449 60
17 " 1 W..	1	6	1	2	62 50	37 50	72	66	597	....	7,664 00
17 " 2 W..	1	6	1	....	29 16	.....	....	....	70	50	787 45
Total.....	25	6½	19	6	88 00	25 00	363	304	2,263	871	15,254 46

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses.	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$148 00	\$54 75	\$246 64	\$19 50	\$305 74	\$387 80	.....	1	.....
272 82	36 88	397 98	.....	392 70	397 98	.....	1	.....
264 86	.....	295 80	.....	398 92	393 92	1	1	.....
.....
298 40	148 78	706 23	.....	475 61	730 37	3	.....	.....
360 11	.....	384 44	.....	408 58	.....	4	.....	.....
252 71	.....	150 00	.....	343 46	171 63	1	.....	.....
.....	.....	.....	85 00	.....	.....	1	.....	.....
458 69	.....	642 00	129 70	802 85	742 41	1	.....	.....
97 20	.....	164 62	.....	176 64	102 60	2	2	.....
2,148 88	234 91	2,887 16	238 70	3,238 60	2,926 66	13	4	.....

TABULAR STATEMENT OF BOND

Townships.	Schools		Teachers				Scholars and Youth				Principal of the town fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers...	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars..	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 21 and 25.....	
4 N. 2 W....	5	7 1/4	4	...	\$28 00	...	102	38	243	189	\$4,811 76
4 " 3 W....	5	7 1/4	5	5	27 50	\$16 00	163	163	414	810	1,200 00
4 " 4 W....	5	8 1/2	4	2	30 00	25 00	190	149	417	...	1,428 17
5 " 2 W....	5	8	6	4	26 50	22 50	100	95	801	...	2,125 03
5 " 3 W....	20	8 1/4	9	10	30 00	18 00	185	158	733	484	1,129 37
5 " 4 W....	4	4 1/4	5	4	30 00	21 50	185	109	422	298	1,055 00
5 " 5 W....	2	5	...	1	...	22 50	8	7	32	21	2,750 00
6 " 2 W....	3	5 1/4	7	1	34 58	19 50	213	189	622	427	879 42
6 " 3 W....	15	5 1/4	5	3	25 60	19 50	203	216	459	319	2,075 37
6 " 4 W....	10	6	3	7	28 66	18 71	197	150	394	252	2,141 46
6 " 5 W....	12	...	7	5	...	...	192	177	368	...	1,098 24
7 " 2 W....	8	7	7	2	27 50	23 50	130	151	437	282	856 00
7 " 3 W....	6	6	4	2	28 00	17 00	215	240	614	455	680 00
7 " 4 W....	4	...	4	...	30 50	...	73	45	116	90	378 47
Total	97	7	69	51	29 90	20 24	2,156	1,837	5,672	3127	22,108 81

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$420 73	.....	\$687 75	\$241 15	\$1,034 20	\$1,029 99	3	.....	.....
547 42	.....	887 50	1,010 00	1,897 50	1,897 50	5	2	\$1,015 00
595 26	\$218 82	695 88	660 00	2,023 02	1,355 88	3	1	550 00
613 38	100 10	426 73	508 27	1,516 03	1,280 28	5	1	400 00
717 01	88 95	1,402 46	297 00	1,303 59	1,303 59	5	.....	200 00
840 58	.....	629 98	.....	676 19	676 19	4	.....	.....
60 36	.....	121 49	.....	.....	.....	1	.....	.....
669 00	950 58	795 49	.....	.....	.....	3	1	.....
581 84	165 85	783 00	822 26	1,777 48	1,660 00	3	1	.....
572 92	200 00	784 14	525 27	1,497 20	1,403 39	6	1	151 72
838 35	376 82	696 89	274 05	970 14	970 14	2	.....	.....
432 20	.....	532 00	.....	532 00	532 00	3	.....	150 00
760 00	.....	910 00	600 00	760 00	710 19	6	2	600 00
124 48	115 88	.....	178 55	868 23	865 33	2	1	365 00
7,060 73	2,214 40	9,553 31	5,106 55	14,355 59	13,184 39	66	10	3,481 72

TABULAR STATEMENT OF BROWN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of Schools....	Average No. of months taught	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of female per month.....	Number of male scholars.....	Number of female scholars....	No. of white persons under 21..	No. of white persons between 21 and 25.....	
1 N. 3 W.....	3	6	7	2	\$25 00	.....	244	141	408	300	\$1,800 00
1 " 4 ".....	14	6	7	7	30 50	\$25 00	224	154	476	337	2,502 00
1 S. 1 W.....	1	7	1	.....	.....	.....	35	25	125	101	.....
1 " 2 ".....	3	6	.....	.....	32 50	.....	140	116	356	492	1,540 00
1 " 3 ".....	3	6	3	3	35 00	35 00	201	152	363	320	1,725 00
1 " 4 ".....	3	6	3	3	30 35	19 16	188	149	338	311	550 00
2 " 2 ".....	12	6	9	3	30 33	25 56	220	130	350	400	2,886 96
1 " 3 ".....	7	6	6	7	31 10	19 50	156	137	323	469	1,266 20
1 " 4 ".....	10	7	3	2	27 50	14 00	105	115	461	395	1,070 00
Total,	72	6½	44	27	30 34	23 03	1,509	1,279	5,023	3625	13,270 25

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt. received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses	Number of new school houses erected during the year.	Whole cost of new school houses
\$461 30	\$496 00	\$785 00	\$88 40	\$1,042 83	\$849 89	4	.....	.....
503 55	434 14	1,028 89	40 83	1,388 47	988 47	7	1	.....
134 20	92 04	.....	.....	226 24	226 24	1	.....	.....
686 13	238 70	.....	600 00	1,080 00	1,080 88	6	2	\$600 00
826 70	1,370 60	1,680 00	454 50	2,898 68	2,473 63	7	1	.....
650 20	663 75	1,274 04	922 19	1,358 95	2,111 16	6	2	1,000 00
600 00	800 00	834 00	.....	854 00	854 00	4	.....	.....
599 70	375 33	1,085 05	96 90	1,439 62	1,495 65	6	.....	.....
437 03	160 25	598 06	21 40	597 30	642 21	4	.....	.....
4,930 83	4,110 87	7,185 04	2,218 74	10,866 27	10,916 58	45	6	1,600 00

TABULAR STATEMENT OF BUREAU

Townships.	chools.		Teachers.				Scholars and Youth.				Principal of the township fund
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21.	No. of white persons between 6 and 21	
Brantby	6	3	....	6	.....	\$20 87	115	115	386	275	\$1,233 51
Mineral	6	6	6	5	\$25 50	16 00	96	67	504	380	2,099 23
Gold	1	8	1	2	26 00	20 00	36	28	88	76	466 93
Fairfield.....	4	6½	3	4	21 10	14 50	132	88	.....	.....	188 03
Macon	6	6	3	3	30 00	16 00	87	91	247	194	1,000 00
Concord.....	10	6½	8	7	31 96	16 66	297	190	891	560	2,535 39
Manlius.....	7	6	6	6	28 80	17 73	154	120	466	345	1,462 63
Greenville..	8	6½	6	2	21 56	13 00	183	157	331	246	1,714 36
Milo.....	6	7	3	3	23 00	17 50	125	116	326	500	1,007 00
Indiantown..	8	7	12	3	32 00	17 00	372	252	650	433	2,431 82
Centre.....	9	7	10	10	33 00	15 00	176	155	670	420	3,176 00
Bureau.....	6	6	4	5	30 00	20 00	52	181	393	259	920 78
Walnut ...	7	....	3	5	31 30	14 50	73	63	328	183	1,075 54
Wheatland..	9	8	4	3	52 00	11 00	113	86	426	283	1,644 98
Arispie	3	7	5	6	35 00	20 00	200	188	470	401	2,464 81
Princeton ...	11	6½	8	29	45 60	24 00	900	950	1,657	1078	1,604 43
Dover	8	6½	9	3	35 80	20 36	451	454	596	366	1,300 33
Ohio	6	6	8	6	27 50	18 00	219	167	359	237	1,926 00
Lepertown...	3	4	1	1	30 00	20 00	26	33	103	..	1,109 40
Selby	8	7½	6	3	32 46	16 00	153	117	637	414	1,227 43
Berlin	6	7	5	9	34 02	28 60	303	314	592	306	1,615 79
Lamoille.....	7	6½	6	9	26 78	20 00	197	140	405	252	1,552 88
Hall	5	6½	3	5	30 00	22 50	106	41	361	260	2,928 06
Westfield,...	6	6½	11	4	32 50	25 00	158	106	550	...	7,944 20
Clarion	8	7	8	8	23 00	19 00	150	175	465	...	1,743 59
Total,.....	160	6½ 140	162	29 64	26 50		1,778	4,508	12,302	7370	46,373 58

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	Number of new school houses erected during the year	Whole cost of new school houses
\$328 46	\$110 02	\$376 00	\$285 00	\$435 86	\$1,028 25	4	2	\$750 00
389 70		595 89		514 23	2,746 18	5	4	1,340 00
216 00	101 08	210 00	3 00	337 08	218 00	1		
243 20		525 07		541 78	290 87	4		
256 00		290 62	400 00	517 86	746 62	3	1	400 00
554 40	86 77	813 04	606 42	1,462 18	1,484 49	9		478 46
483 51	865 00	820 29	765 03	1,562 64	1,468 57	7	1	475 00
450 40	316 80	601 29	281 20	882 49	916 79	4	1	800 00
473 00		589 85	100 00	590 95	598 85	5	2	600 00
639 17	1,883 73	1,184 04	1,580 12	2,771 16	2,764 16	8	1	400 00
645 60	300 00	1,466 78	1,430 35	1,263 20	2,717 14	10	4	2,450 00
830 80		860 00	451 00	1,333 93	1,207 93	5	1	150 00
299 88		509 70	1,020 75	1,633 51	1,737 26	6	3	1,800 00
468 21		805 07		1,624 30	1,600 00	9	1	600 00
571 00	206 00	940 22	261 65	1,518 72	1,292 28	7		200 00
1,472 80		3,334 53	3,116 12	5,600 11	8,043 30	9	1	2,521 12
664 80		1,424 08	932 54	797 54	2,377 42	7	1	140 00
438 00	450 00	1,023 00	100 00	2,533 92	2,557 92			
164 79	142 00	210 00	10 00	306 79	226 12	1		
634 18		1,351 30	504 86	2,431 97	3,214 68	7		
452 60	500 00	1,218 20	800 00	1,102 80	2,053 20	6	1	800 00
325 60		1,080 00	1,245 49	2,542 93	2,335 00	6	1	
426 45	534 80	1,101 00		1,378 25	1,160 89	3		
616 70		688 65		2,218 33	2,105 69	6	1	255 00
511 20		1,228 23	800 00	3,223 23	2,369 52	7	1	800 00
12,236 51	4,944 74	22,551 76	14,903 52	39,665 28	47,237 02	140	27	15,454 60

TABULAR STATEMENT OF CASS

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers..	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 5 and 21.....	
T. 17 N. 8 W.	5	7½	5	...	\$37 16	...	200	213	524	314	\$715 00
" " 9 "	3	6½	4	4	35 00	27 50	160	198	560	481	3,000 00
" " 10 "	16	7	6	5	33 00	28 00	200	177	710	600	2,658 00
" " 11 "	16	8	10	5	32 66	27 50	487	409	696	424	2,513 12
" " 12 "	6	...	2	2	27 50	27 50	43	42	180	131	2,537 16
" " 13 "	1	7½	1	...	40 00	...	10	6	282	225	99 25
18 " 8 "	3	6	1	2	30 00	25 00	86	94	224	198	...
" " 9 "	13	6	8	5	32 50	26 50	174	174	446	302	1,635 50
" " 10 "	6	7	6	4	34 64	24 29	85	86	357	226	1,054 00
" " 11 "	17	7	7	11	33 00	25 00	202	...	420	325	2,937 00
" " 12 "	2	6	4	3	31 66	30 00	185	185	1,470	978	4,007 40
19 " 8 "	4	6	1	3	35 00	18 30	70	50	135	91	755 00
" " 9 "	5	6	4	1	40 00	25 00	65	65	212	170	...
" " 10 "	...	...	...	...	...	...	...	...	...	...	...
" " 11 "	1	6	1	1	32 50	25 00	22	22	96	79	780 00
Total,.....	100	6½	50	46	...	...	1,989	1,903	6,212	4,444	29,711 00

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses..	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$129 35	\$790 00	\$1,219 35	\$666 00	\$1,962 35	\$1,962 35	5	1	\$666 00
546 32	.....	1,346 32	.....	1,346 32	1,346 32	5	.....	.....
544 85	.....	805 25	950 00	954 18	954 18	8	.....	.....
601 64	1,285 92	2,380 97	.....	2,464 16	2,464 16	4	.....	.....
377 24	.....	450 70	.....	575 70	449 90	3	.....	.....
64 25	.....	60 00	30 00	74 25	60 00	1	.....	.....
254 04	.....	566 00	.....	566 00	549 00	2	.....	.....
464 00	.....	986 79	.....	986 79	986 79	5	.....	.....
376 72	476 88	841 85	659 25	1,487 60	937 57	5	1	600 00
762 96	.....	856 66	.....	856 66	1,200 80	4	.....	.....
1,010 86	1,782 88	2,745 60	97 55	3,420 98	2,921 18	1	.....	.....
236 65	.....	886 25	.....	282 35	345 00	2	.....	.....
210 40	.....	.....	.....	210 40	210 40	2	.....	.....
.....
197 44	.....	250 00	.....	275 44	250 00	1	.....	.....
6,175 00	4,646 00	12,848 00	2,403 00	15,393 00	14,768 00	40	2	1,266 00

TABULAR STATEMENT OF CHAMPAIGN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	Number of white persons between 21 and 25.....	
17 N. 7 E..	3	8	3	3	\$80 00	\$16 00	69	63	218	135	\$1,452 77
18 " 7 "...	1	6	1	2	.....	18 00	20	11	67	42	.....
19 " 7 "...	2	6	1	2	.....	27 66	11	9	94	90	5,720 00
20 " 7 "...	3	7 1/2	4	4	35 00	20 11	275	135	480	424	3,250 00
21 " 7 "...	3	6 1/2	4	5	84 00	21 00	136	126	307	296	4,600 00
22 " 7 "...	1	6 1/2	1	1	35 00	.....	12	8	51	46	2,454 00
17 " 8 "...	3	7 1/2	3	2	40 00	16 00	40	35	175	129	794 00
18 " 8 "...	2	6	2	1	47 50	.....	26	14	203	186	6,921 60
19 " 8 "...	2	6	1	1	44 58	34 29	90	90	453	307	6,061 25
20 " 8 "...	7	7	2	8	30 00	18 00	123	68	264	223	2,088 60
21 " 8 "...	3	11	2	2	40 00	20 00	97	79	197	184	800 00
22 " 8 "...	1	0 1/2	1	1	36 00	.....	23	23	117	83	2,183 59
17 " 9 "...	4	0 1/2	1	3	40 00	19 00	21	13	45	38	6,564 00
18 " 9 "...	1	0	1	1	18 00	.....	13	10	102	77	6,360 00
19 " 9 "...	7	0 1/2	6	8	45 00	25 00	541	286	1,904	1,404	1,283 74
20 " 9 "...	3	0 1/2	5	3	27 50	20 87	62	78	378	258	1,614 61
21 " 9 "...	1	7	1	1	30 00	27 00	14	10	41	35	.....
23 " 9 "...	.....	.....	.....	.....	.....	.....	.....	.....	33	26	.....
17 " 10 "...	3	7	1	4	.....	13 00	11	16	36	27	.....
18 " 10 "...	6	7 1/2	6	2	37 50	20 00	191	156	364	250	2,981 00
19 " 10 "...	4	6	8	8	80 00	17 00	170	180	450	375	840 00
20 " 10 "...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21 " 10 "...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23 " 10 "...	2	6 1/2	1	1	28 00	.....	12	10	78	50	5,177 65
17 " 11 "...	3	6	1	1	18 00	18 00	9	15	65	36	.....
18 " 11 "...	2	9	2	3	40 00	22 50	98	63	353	239	1,141 30
19 " 11 "...	4	6	3	2	33 50	20 00	63	50	197	145	1,644 00
20 " 11 "...	4	7	1	1	32 00	20 00	20	18	46	39	5,798 50
22 " 11 "...	6	6	5	2	25 00	18 00	49	55	14	106	1,543 00
17 " 11 "...	.....	.....	.....	.....	31 50	.....	.....	.....	.....	.....	.....
18 " 11 "...	3	6 1/2	.....	.....	35 00	19 00	10	12	38	31	569 42
19 " 11 "...	2	4 1/2	.....	.....	.....	.....	21	14	80	61	558 34
20 " 11 "...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21 " 11 "...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22 " 11 "...	.....	.....	.....	.....	.....	.....	.....	.....	18	10	.....
21 " 14 "...	1	0	1	1	20 00	16 00	11	9	38	32	3,400 00
Total.....	91	7	64	62	33 00	20 00	2,256	1,658	7,029	5,354	87,994 15

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
229 14		\$415 40	\$350 00	\$905 40	\$905 40	3	\$490 00
84 78		87 15		84 78	38 40	1	
81 78		208 00		549 58	286 00	1	
545 90		800 69	298 00	811 00	850 49	5	
283 55		550 14		769 80	616 14	3	\$76 00
187 38		220 00		352 38	352 47	1	
211 10		440 29	354 00	935 22	440 29	1	\$50 00
123 45		853 05		229 90	368 05	2	
263 23		577 82		808 93	808 93	1	
243 86		524 10		552 72	524 00	1	
212 30		292 00		431 60	294 50	1	\$40 00
182 68		516 00	8 00	323 51	294 22	1	
165 90		220 50	650 00	987 39	1,104 00	2	\$50 00
84 78		108 00		765 00	602 47	1	\$300 00
230 26	\$409 58	1,775 19	25 00	1,775 19	1,775 19	4	\$5,000 00
442 81		859 14		729 81	639 09	2	
84 78		84 78		84 78	84 78	1	
84 78							
84 78		80 00	300 00	384 78	402 55	1	\$400 00
261 16		397 93		433 03	397 93	2	
494 27	287 00	568 37		568 27	610 90	2	
84 78		156 00		546 50	210 00	1	
42 39		108 00		42 39	108 00	2	
360 77		474 97	2,120 00	2,669 97	2,649 97	2	
189 33		331 00	350 00	646 33	639 33	3	\$950 00
88 50	600 00	391 60	600 00	929 00	929 00	2	\$1,100 00
213 11		264 03	497 60	369 39	280 63	3	\$497 60
63 61		92 74		122 55	92 74	1	
88 89		161 94		144 72	161 94	1	
14 13				236 21	54 00		
261 82		216 00		601 80	216 00	2	
7,138 26	1,296 58	12,121 73	5,552 60	18,893 48	16,978 41	54	\$10,653 60

TABULAR STATEMENT OF CHRISTIA

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.....	No. of white persons between 21 and 25.....	
11 N. 1 E.	4	6½	3	1	\$38 25	\$30 00	109	94	445	314	\$2,869 21
12 " 1 "	1	6	..	1	.....	20 00	25	24	130	85	.....
13 " 1 "	2	6	2	.....	29 50	.....	33	36	211	150	2,875 11
14 " 1 "	1	6	1	.....	31 66	.....	24	26	149	.....	.....
11 " 1 W.	1	7	1	1	35 00	30 00	29	24	147	120	.....
12 " 1 "	4	6½	3	1	33 00	23 00	103	89	307	257	1,330 06
13 " 1 "	11	7½	.....	.....	28 13	22 88	83	23	273	126	1,072 46
14 " 1 "	2	8½	.....	.....	35 50	25 00	23	13	89	58	3,144 13
15 " 1 "	5	8	1	1	31 50	28 00	39	32	420	280	1,110 00
16 " 1 " * ..	1	.....	.....	.....	.....	.....	.....	.....	60	47	.....
11 " 2 "	6	6	4	2	26 50	20 00	60	90	272	206	1,032 90
12 " 2 "	6	7	3	3	29 00	24 00	90	70	396	218	842 00
13 " 2 "	8	7	4	3	42 50	25 00	301	340	582	405	1,200 00
14 " 2 "	8	6	3	3	32 00	18 33	106	90	297	193	3,200 00
15 " 2 "	5	6½	3	2	24 50	20 00	170	137	486	313	1,123 50
16 " 2 " ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11 " 3 " ....	.....	.....	.....	.....	.....	.....	.....	.....	41	31	6,401 31
12 " 3 "	4	4	3	1	27 50	23 00	60	63	280	205	2,000 00
13 " 3 "	3	7½	3	.....	31 50	.....	54	50	173	143	1,024 23
14 " 3 "	6	8	5	.....	34 00	.....	85	73	399	214	2,417 13
15 " 3 "	2	6	1	1	35 00	32 00	83	28	110	71	1,087 00
11 " 4 " ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 " 4 " ....	.....	.....	.....	.....	.....	.....	.....	.....	40	27	.....
13 " 4 "	2	.....	1	1	35 00	32 00	.....	.....	37	24	1,087 00
14 " 4 " ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	61	64	46	21	30 00	23 00	1,506	1,384	5,399	4844	33,858 29

*Report received too late for insertion in this table, but given in the general aggregates, in the tables for state at large.

TY, for the year ending October 1, 1858.

School Houses—Receipts and Expenditures.						School Houses.		
	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses erected during the year	Whole cost of new school houses.	
75	\$313 99	\$1,065 00	\$1,541 98	\$1,541 98	\$1,283 67	1		
93		120 00	24 66	100 03	178 66			
57		403 88	162 00	613 97	613 88	2		
83		220 70	450 00	680 80	670 70	2	2	\$300 00
10	968 36	228 60	1,268 30	814 00	360 18	1	1	2830 00
10		482 65		490 43	480 00	3		
50		574 11		502 84	574 11	4	1	
38		151 41		474 03	181 41			
58	216 66	590 10	2 73	824 24	590 10	2		
59								
83		384 87	150 00	512 42	498 87	1	1	
30	202 59	539 31	57 00	565 00	454 58			
28		704 64	450 71	1,051 82	1,312 73	2	1	415 00
42		509 72	200 00	770 53	709 72	3		
50		403 50	450 00	824 50	824 50	4		320 50
58								
60		312 44	429 00	540 60	312 44	3	2	810 00
17		258 72		490 59	238 12	2		650 0
59		413 96	20 17	814 88	1,047 35	4		
91		483 89		519 85	481 83			
19		483 89		519 85	481 83			
50	1,904 60	9,501 54	6,194 57	12,188 87	11,213 93	87	10	15,825 50

TABULAR STATEMENT OF CLARK

Townships.	Schools.		Teachers.				Scholars and Youth.				Prize of the township fund.
	Whole number of Schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 21 and 25.....	
8 N. 11 W....	1	1	1	1	\$30 50	\$20 00	80	24	121	288	.....
9 " 11 "....	4	2 1/2	5	2	25 00	20 00	119	79	421	.....	\$3,326 00
9 " 12 "....	6	6 1/2	6	2	22 10	17 75	152	157	466	377	870 04
9 " 13 "....	7	6 1/2	4	3	22 22	20 00	90	84	410	.....	1,002 10
9 " 14 "....	12	7	8	2	22 00	14 00	98	143	424	344	1,862 26
10 " 11 "....	7	6	3	2	27 00	17 00	120	100	416	283	1,033 00
10 " 12 "....	10	6 1/2	6	4	23 61	20 00	170	123	.....	.....	.....
10 " 13 "....	.....	.....	.....	.....	.....	.....	.....	.....	576	.....	.....
10 " 14 "....	10	6	4	7	23 00	15 00	8,072	4,622	584	436	1,505 00
11 " 10 "....	4	6	3	1	23 75	15 00	69	58	200	120	630 01
11 " 11 "....	14	5 1/2	9	5	25 05	16 40	283	173	610	441	2,289 24
11 " 12 "....	6	.....	.....	33	.....	.....	.....	.....	1,241	835	941 00
11 " 13 "....	14	6	6	10	22 00	16 00	444	229	616	473	2,630 00
11 " 14 "....	7	7	9	7	22 00	17 00	207	204	396	301	834 16
12 " 10 "....	2	6	2	2	30 00	17 50	45	40	154	.....	.....
12 " 11 "....	3	6	3	6	26 50	19 50	95	75	275	214	1,262 96
12 " 12 "....	4	1	.....	3	26 50	20 00	71	76	263	223	908 00
12 " 13 "....	6	6	4	2	27 50	20 00	143	138	228	163	2,563 14
12 " 14 "....	14	6 1/2	13	1	23 00	20 00	224	261	478	508	950 00
Total	126	5 1/2	81	96	25 04	17 94	5,441	4,581	8,003	4,804	22,343 31

COUNTY, for the year ending October, 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses....	Whole am't received for school purposes.....	Whole am't expended for school purposes	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$82 00	\$85 57	\$289 40	.....	\$147 30	\$147 30	1	.....	.....
462 75	.....	649 43	.....	757 32	895 20	2	.....	.....
648 10	831 50	829 16	\$744 71	1,826 78	1,622 13	6	.....	\$846 65
473 54	255 84	469 38	.....	838 39	791 70	6	.....	.....
535 30	103 80	564 02	273 87	946 58	905 49	6	.....	.....
493 05	95 00	605 57	.....	898 50	868 88	2	1	167 00
486 60	121 13	698 08	.....	792 44	743 00	.....	.....	.....
646 00	.....	.....	.....	.....	.....	.....	.....	.....
445 10	119 41	631 63	156 00	1,838 07	889 36	5	1	.....
197 15	58 09	302 25	420 00	318 07	318 07	2	1	418 00
688 50	339 23	1,073 67	205 05	200 94	1,870 41	8	.....	.....
1,074 55	.....	1,290 50	.....	1,710 28	515 28	8	.....	.....
619 05	302 00	800 00	.....	740 00	916 00	7	.....	.....
497 83	.....	505 83	750 50	540 83	803 83	5	1	750 50
117 15	.....	249 32	183 04	800 19	432 36	2	1	183 04
287 10	114 79	.....	.....	.....	525 67	.....	1	175 00
286 35	.....	214 72	225 00	.....	.....	3	.....	590 00
2,010 13	.....	471 93	.....	573 31	471 93	6	.....	.....
797 25	298 95	1,164 53	600 25	1,781 45	1,764 45	.....	.....	.....
11,844 52	2,265 11	10,788 97	3,659 42	13,680 52	13,902 33	73	6	3,124 19

TABULAR STATEMENT OF CLAY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township land.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 21 and 21.....	
2 N. 5 E.....	9	6	9	2	330 00	\$18 00	165	133	444	313	\$1,768 08
3 " 5 ".....	4	6	4	2	25 00	20 00	207	203	631	432	871 00
4 " 5 ".....	7	4½	6	1	30 00	17 00	108	86	494	350	1,110 20
5 " 5 ".....	8	6	4	2	27 50	18 00	166	132	432	302	1,119 95
2 " 6 ".....	8	5½	6	2	23 50	15 00	81	93	156	109	1,462 37
3 " 6 ".....	12	7½	6	2	30 00	20 00	217	216	450	307	927 20
4 " 6 ".....	7	6	7	3	23 00	23 50	125	100	353	170	1,225 43
5 " 6 ".....	6	7½	5	....	27 50	....	76	66	350	237	986 00
2 " 7 ".....	4	....	2	....	25 00	14 50	46	33	145	105	506 00
3 " 7 ".....	6	7½	6	4	27 41	18 50	72	56	253	190	1,571 23
4 " 7 ".....	7	8½	7	....	27 50	....	132	104	394	265	2,344 84
5 " 7 ".....	2	7	6	....	31 00	....	145	102	273	205	733 27
2 " 8 ".....	4	6	....	....	27 50	16 00	49	36	104	63	4,000 00
3 " 8 ".....	15	9	9	6	25 00	20 00	259	282	282	....	3,498 19
4 " 8 ".....	9	6	4	2	25 00	15 00	136	84	310	218	664 83
5 " 8 ".....	3	7½	2	....	24 16	....	80	61	200	137	2,105 00
Total,.....	109	6	88	26	26 01	17 87	1,953	1,789	6,178	3,453	24,891 70

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$383 70	\$341 70	\$785 09	.....	\$890 59	\$785 09	6	1	.....
395 49	292 00	9 0 00	\$31 21	856 69	931 21	4	....	\$50 00
503 39	250 00	804 83	351 00	1,214 39	1,201 00	5	1	235 00
438 65	185 00	606 70	95 75	725 57	705 45	...	1	100 00
440 20	365 00	442 00	360 00	1,110 00	849 00	5	2	360 00
402 90	162 00	750 00	182 87	847 58	850 62	5	.....	.....
425 35	499 65	950 00	.....	1,024 13	1,024 13	5	.....	.....
353 00	.....	608 37	428 00	451 00	510 00	3	2	457 00
166 45	216 00	220 00	.....	216 00	254 00	.....	.....	.....
259 93	.....	481 00	1,307 00	955 60	939 75	3	3	1,267 00
436 28	.....	573 08	185 00	649 10	585 98	6	1	195 00
446 20	.....	456 11	.....	482 86	472 06	1	.....	.....
260 00	.....	400 00	.....	402 65	402 65	2	.....	.....
378 32	.....	582 32	.....	899 86	899 86	4	1	200 00
429 81	.....	600 00	.....	428 81	600 00	5	.....	.....
147 10	.....	544 00	50 00	257 10	631 20	2	1	80 00
5,767 07	2,311 91	2,504 11	2,091 87	11,112 93	11,801 61	56	13	2,914 00

TABULAR STATEMENT OF CALHOUN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
18 S 1 W...	1	6	2	1	\$27 00	\$25 00	57	28	168	122	\$981 74
8 " 2 "...	2	7	4	....	27 30	.....	92	99	199	103	1,210 82
9 " 2 "...	2	11½	2	....	32 50	.....	43	40	243	136	900 00
10 " 2 "...	1	8	2	....	37 50	.....	25	32	233	170	1,055 00
11 " 2 "...	2	6	3	....	31 66	.....	94	53	239	143	592 88
12 " 2 "...	3	6	5	....	31 66	.....	53	64	400	300	1,050 00
13 " 2 "...	1	6	1	1	30 83	25 00	17	10	333	294	983 71
8 " 3 "...	2	7½	4	....	30 00	.....	50	30	494	200	1,101 97
9 " 3 "...	1	7	2	....	36 66	.....	38	30	158	97	.....
10 " 3 "...	1	7	1	1	33 88	25 00	13	10	33	27	.....
^a Total.....	16	.....	26	3	.....	.....	482	396	2,502	1,594	7,826 12

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amount received for school purposes.....	Whole amt't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$207 65	.....	\$156 00	\$1 80	\$299 92	\$157 80	1	.....	.....
319 25	.....	246 00	.....	374 50	481 66	2	.....	.....
293 30	.....	352 20	.....	383 30	663 29	3	.....	.....
299 44	.....	439 00	.....	421 45	478 25	1	.....	.....
288 44	\$165 84	333 34	7 00	481 61	340 34	2	.....	.....
415 75	.....	571 00	500 00	1,017 95	1,017 95	3	1	\$375 00
290 70	.....	180 00	.....	365 41	309 60	1	.....	.....
377 12	.....	456 12	.....	514 57	457 87	2	.....	.....
212 10	.....	256 62	.....	212 10	256 62	1	.....	.....
51 50	64 35	130 00	.....	116 65	130 00	1	.....	.....
2,753 76	230 19	2,130 28	508 80	4,186 66	3,898 38	17	1	375 00

TABULAR STATEMENT OF CLINTON

Townships.				Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
				Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No. of white persons under 21.	Number of white persons between 21 and 25.	
1	N.	1	W.	4	5	4	2	\$26 00	\$15 50	.....	.....	418	268	\$1,269 76
2	"	1	"	.....	.....	.....	.....	.....	.....	.....	.....	78	.....	4,537 28
3	"	1	"	4	12	2	1	23 00	21 00	45	40	107	53	.....
1	"	2	"	7	4	5	1	20 00	18 00	73	28	225	131	2,462 33
2	"	2	"	8	.....	.....	.....	40 00	23 50	.....	.....	579	.....	.....
3	"	2	"	.....	.....	.....	.....	29 00	.....	.....	.....	353	.....	1,692 29
1	"	3	"	4	7 1/2	4	.....	33 00	.....	43	35	180	122	1,229 57
2	"	3	"	6	4	6	.....	30 27	.....	60	16	240	.....	1,524 54
3	"	3	"	4	4	5	3	27 50	20 00	67	66	220	137	.....
1	"	4	"	3	9	3	.....	32 50	.....	84	46	327	.....	1,679 00
2	"	4	"	.....	.....	.....	.....	.....	.....	.....	.....	414	.....	452 20
3	"	4	"	2	6	2	1	35 00	30 00	48	35	663	112	1,054 25
1	"	5	"	4	8	3	1	30 00	22 50	84	63	404	239	1,670 18
2	"	5	"	8	7	5	3	34 16	27 50	125	95	613	327	2,154 65
1	S.	5	"	.....	6	.....	.....	33 33	.....	.....	.....	108	65	985 00
Total				35	6 1/2	40	12	32 00	23 00	531	424	4,901	1,509	21,711 05

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amount expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$258 11						5	3	
70 90		\$34 82		\$466 07	\$45 08			
239 64		228 50	\$750 00	275 32	233 52	3	2	\$750 00
174 18		240 83		420 41	420 41	4	1	200 00
163 00	\$200 00	677 20						
381 43		452 71		476 45	468 02			
246 68		362 86		970 26	70 26	2		
307 41		475 63	1,458 00	1,479 77	1,419 91	4	3	1,450 00
316 24	355 19	718 73	344 06	1,444 34	1,354 55	4	3	
474 90		825 00				3	2	1,165 00
538 89	270 60	779 73		1,397 73	1,389 75			
326 17		469 04	952 36			3		
364 46	351 49	835 31	711 35	1,639 27	1,657 63	4		
521 70	662 61	809 70	2,500 00	1,436 71	1,736 31	1	1	2,500 00
141 20		20 00		231 00	20 00	1		
4,823 00	1,539 89	7,050 10	6,116 77	9,957 33	9,010 43	37	15	6,165 00

TABULAR STATEMENT OF COLES

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average number of months taught.....	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.....	Number of white persons between 21.....	
11 N. 7 E..	7	4½	4	1	\$36 00	\$20 00	149	158	454	396	\$2,086 00
11 " 8 "	5	6	5	....	33 50	.....	173	143	329	264	1,148 06
11 " 9 "	10	6	7	4	32 00	17 50	.....	.....	409	850	1,547 64
11 " 10 "	16	9	8	9	24 00	15 00	216	132	653	567	888 00
11 " 11 "	....	....	....	....	.....	.....	18	7	55	38	221 05
12 " 7 "	5	9	6	....	45 00	18 00	.....	.....	669	433	5,539 31
12 " 8 "	8	....	....	....	31 00	.....	153	131	721	567	974 58
12 " 9 "	11	7½	7	7	38 00	28 00	500	356	1,191	767	1,023 04
12 " 10 "	6	7	13	6	20 00	13 75	332	341	620	550	2,387 40
12 " 11 "	4	7	3	1	26 00	15 00	43	31	57	52	735 61
12 " 14 W..	14	6½	13	1	25 00	20 00	261	224	144	96	950 00
13 " 7 E..	5	5	4	3	29 16	21 00	.....	.....	312	224	2,274 85
13 " 8 "	2	12	2	1	32 50	30 00	33	28	177	123	4,660 27
13 " 9 "	6	8	5	4	27 50	32 00	93	81	297	193	1,112 12
13 " 10 "	5	....	5	....	30 00	.....	111	125	394	....	1,074 00
13 " 11 "	4	7	8	....	33 00	20 00	88	109	105	71	260 00
13 " 14 W..	5	6½	3	2	27 50	19 00	127	118	286	216	908 00
14 " 7 E..	5	6	....	1	22 50	13 00	.....	.....	192	168	3,663 00
14 " 8 "	2	6	1	2	35 00	25 00	32	38	293	157	5,909 16
14 " 9 "	5	9	1	3	30 00	25 33	24	18	174	125	6,323 27
14 " 10 "	3	....	....	....	25 00	23 00	209	141	425	....	2,263 11
14 " 11 "	1	6	....	1	.....	23 00	44	52	90	....	232 00
14 " 14 W..	3	5	6	2	27 50	18 00	280	120	211	154	1,093 40
15 " 7 E..	4	6	3	1	42 50	23 00	.....	.....	479	319	1,223 99
15 " 8 "	3	3	....	....	30 00	22 00	43	36	153	97	9,310 47
15 " 9 "	2	6	2	....	37 50	.....	54	38	148	115	2,216 00
15 " 10 "	8	7	11	2	32 00	27 50	256	140	837	114	1,320 00
15 " 11 "	....	....	....	....	.....	.....	.....	.....	23	16	365 00
15 " 14 W..	6	9	2	2	34 00	27 50	69	62	164	120	1,583 66
16 " 7 E..	4	6	4	3	33 50	26 00	99	68	339	201	3,726 49
16 " 8 "	....	....	....	....	.....	.....	.....	.....	45	....	5,859 49
16 " 9 "	4	3½	4	....	35 50	.....	51	35	328	245	1,845 00
16 " 10 "	5	4½	3	2	29 40	22 33	88	43	124	81	4,432 00
16 " 11 "	1	1½	1	1	.....	15 00	8	3	15	11	1,632 00
16 " 14 W..	3	4½	....	....	20 00	20 00	27	24	79	51	.....
Total.....	133	....	130	58	.....	.....	3,580	2,792	10,494	6821	80,790 72

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School House.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers ..	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.	Number of new school houses erected during the year	Whole cost of new school houses.
\$451 24		\$600 00		\$651 24	\$651 00	4		
713 94	\$74 34	960 00		1,203 08	1,094 73	3		
690 56		592 23	\$848 86	1,544 76	1,544 76	4	2	8532 00
700 83		792 62	2,095 00	798 57	198 36	6	6	2,095 00
39 24		66 78		61 34	36 78			
439 23		715 60	450 00	1,165 60	1,165 60	2	1	1,930 00
552 51	450 00	1,014 31	537 00	1,049 71	1,014 31	3	1	462 00
1,051 84	864 50	1,947 58	2,476 70	4,623 28	4,623 28	5		
550 40		844 25		863 23	844 25	6		
80 40		120 80		130 22	120 30	1		
797 25	298 95	1,164 53	600 23	1,781 45	1,764 78	6	3	1,140 65
319 53		642 00		587 01	642 00	3	1	
254 26		329 45	480 00	680 29	609 45	2	1	480 00
346 30		568 35		401 90	508 35	3	2	
496 16	273 00	859 03		870 56	859 03	5		
96 90		95 49		109 90	96 36	2		
281 25		361 50	574 00	764 69	690 96	2	1	574 00
272 10				638 60		3		
201 16		198 99		788 77	205 45	1	1	600 00
384 89		234 50		844 53	422 02	1	1	
517 11		778 82		777 00	764 42			
56 22		79 84		80 06	81 53			
680 01		773 50		789 35	778 57			
511 10		467 68		633 49	782 53	1		
211 00		160 63	225 00	768 54	160 63	1	1	225 00
276 95		341 00		478 55	346 00	2	2	600 00
432 36		1,200 00		1,062 74	1,200 00	4		
25 12		38 87		55 12	34 37			
211 20		570 00	450 00	594 09	594 09	2	1	450 00
407 26		578 61		780 00	578 61	4		
180 81				766 75				
341 00		513 00		525 50	525 50	2	1	
215 30		354 50		646 62	354 50	1		
26 81		24 25		156 81	24 25			
110 05		107 10		110 05	107 85	2		
13,122 00	1,900 79	18,085 43	8,733 81	27,740 40	24,334 53	87	23	2,428 6

TABULAR STATEMENT OF COOK

Townships.	Schools.		Teachers.				Scholars and Youth.				Prin- cipal val of the township fund
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	No. of white persons between 21 and 21.	
Rich.	5	8	1	3	\$40 00	\$23 00	80	9	530	340	\$5,300 00
Bloom.	6	8	3	3	30 00	21 00	140	120	620	450	2,503 10
Bloom.	1	8	1	..	20 00	..	24	28	108	72	..
Orland.	6	8	4	6	30 00	14 60	118	117	442	236	1,816 44
Bremen.	6	7 1/2	4	6	29 75	24 20	202	123	635	406	4,533 10
Thornton. ..	4	8	2	3	22 50	23 00	162	213	664	434	2,078 72
Thornton. ..	1	8	..	1	..	15 00	12	5	49	33	1,510 00
Lamont.	4	10	4	2	30 00	21 00	189	70	531	150	3,200 00
Pales.	7	8 1/2	7	7	..	..	161	133	475	..	3,043 00
North.	4	8	4	4	47 17	26 50	120	93	402	241	5,429 49
North.	8	9 1/2	3	2	39 50	27 66	76	45	688	434	13,716 92
Lake.	2	8	2	2	30 00	25 00	28	19	93	68	..
Lyons.	5	8	1	2	31 00	15 18	100	88	514	356	1,307 24
Lake.	4	..	1	3	31 33	24 33	32	36	357	221	7,522 84
Proviso.	4	10	4	4	37 50	14 75	76	52	484	274	2,882 70
Cicero.	3	6 1/2	4	1	70 00	50 00	101	98	374	228	101,190 61
Chicago.	11	8	18	67	104 00	33 00	3,476	3,364	46,743	26,353	52,000 00
Lyden.	7	8 1/2	7	7	27 00	19 00	90	87	494	369	1,033 33
Jefferson. ...	9	8	6	11	23 00	20 00	241	126	719	407	5,234 68
Lake View. ..	4	8	5	2	46 60	25 00	138	113	506	310	21,540 19
Hanover. ...	7	6 1/2	4	10	20 25	14 15	89	87	456	300	1,031 32
Schaumburg. ..	6	4	4	5	26 00	15 00	66	63	497	104	3,205 00
Fak Grove. ...	5	8 1/2	5	6	36 00	23 00	65	50	429	108	1,121 93
Mane.	4	7 1/2	4	5	30 75	19 00	71	92	585	383	1,229 00
Ailes.	3	6	2	2	26 00	18 00	104	80	491	236	2,368 38
Evanson.	3	8	2	3	42 50	25 00	105	84	561	401	219 00
Barrington. ..	9	9 1/2	8	9	23 00	7 00	127	90	547	406	2,289 52
Wheeling. ...	9	7 1/2	8	9	30 00	14 00	202	183	735	452	3,821 02
Palatine.	9	8	9	6	25 49	12 79	381	216	740	579	1,259 18
Northfield. ..	8	6	1	7	30 27	22 00	196	154	711	601	1,527 70
New Trier. ...	2	6	3	..	27 00	..	43	27	333	183	732 00
Total.	162	8	129	199	31 00	20 00	10,005	8,146	61,517	35,232	254,660 31

COUNTY, for the year ending October 1, 1858.

School Fund—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building repairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	Number of new school houses erected during the year	Whole cost of new school houses
		\$883 03	\$35 43	\$530 00	\$940 50			
\$713 33	\$607 10	1,589 38		1,470 69	1,493 00	3		
153 65		160 00		153 65	160 00	1		
693 67		1,162 83	593 70	1,584 14	1,352 94	5	1	589 88
732 44		983 30	531 00	1,246 51	1,710 50	5	1	531 00
620 28		737 70	192 20	1,973 20	1,385 00	4		
153 65		36 00	115 38	317 15	153 88	2	1	125 00
490 60		633 40		816 00	1,036 88	4		
718 85		1,131 73	49 00	1,180 00	1,180 00	3		
669 75	124 70	1,120 33	1,306 92	3,218 24	3,006 90	4		602 59
670 98		1,177 99	878 79	2,921 45	2,056 78	3	1	752 30
142 68	525 67	418 00		503 32	665 52	2		
677 16	927 26	1,281 00	400 59	1,722 58	1,701 00	5	1	400 59
541 23		810 00	525 70	1,180 73	1,527 96	3	1	300 00
739 08		67 89		1,027 34	673 89	4		
607 87		2,483 50	1,431 06	7,593 61	4,636 93	4	1	310 00
19,774 81		88,027 48	80,143 60	60,000 00	132,593 00	13	2	88,049 00
661 33		797 60		1,370 80	892 90	7		
779 11		1,768 26	825 00	2,164 66	1,539 72	9	1	
292 29	166 07	1,296 80		1,949 60	1,500 00	4	2	
681 47	89 91	778 30		836 50	865 61	7		
672 09		638 63	1,257 98	992 19	2,162 84	6	1	1,257 98
614 25	589 72	752 00	36 00	1,474 29	1,096 41	5		
517 58	276 10	778 88	1,105 38	2,178 17	1,904 26	4	1	
500 00	82 84	457 10	2,000 00	1,325 67	2,457 30	4	2	
177 35	1,606 80	917 00	290 00	1,900 10	1,380 18	3	1	290 00
707 92		1,014 50	100 00	936 17	1,270 70	10	1	650 00
928 79	341 94	1,550 20	831 39	3,301 59	3,424 92	8	1	600 00
708 03	562 17	1,270 25	109 77	3,472 77	2,949 66	9	1	890 59
831 67	1,012 39	1,737 03	500 00	2,628 80	2,592 45	8	1	500 00
115 50	115 50	443 50		747 83	688 07	2		
36,302 33	7,003 17	67,531 34	93,280 26	113,662 05	180,978 76	164	21	77,181 89

TAB LAR STATEMENT OF CRAWFORD

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21	No. of white persons between 21 and 21.....	
5 N. 10 W...	3	4	6	1	\$26 50	.. ..	45	42	126	87	\$1,178 70
6 " 10 "...	3	4	1	2	27 00	\$25 00	50	53	196	118	879 00
5 " 11 "...	9	6	6	1	25 00	15 50	123	120	563	398	1,726 67
6 " 11 "...	10	6	7	3	28 62	15 00	176	168	323	182	2,247 69
7 " 11 "...	9	6	10	6	11 65	7 25	228	171	566	414	2,920 70
6 " 11 "...	2	6	3	1	32 50	17 50	80	76	346	223	1,419 67
5 " 12 "...	9	6	8	1	20 00	12 14	174	177	451	309	720 90
6 " 12 "...	12	6	4	1	22 50	14 00	252	285	623	574	1,247 95
7 " 12 "...	10	6	6	4	27 59	24 08	222	241	514	467	1,584 62
8 " 12 "...	4	5 1/2	4	3	27 50	14 50	110	85	424	307	1,603 22
5 " 13 "...	6	6	3	3	27 50	18 00	123	85	290	214	1,507 58
6 " 13 "...	7	6	10	2	21 00	11 00	154	116	553	403	1,024 43
7 " 13 "...	10	3	6	4	23 00	12 00	249	225	514	415	1,409 19
8 " 13 "...	13	6	7	6	25 00	16 00	200	200	497	364	880 00
5 " 14 "...	..	..	..	..	..	..	..	..	40	33	..
6 " 14 "...	3	4	2	1	25 00	20 00	66	61	139	..	1,424 96
7 " 14 "...	3	6	1	..	22 50	..	30	24	136	74	512 33
8 " 14 "...	10	6	6	6	20 25	12 50	125	139	269	..	1,037 20
Total.....	121	5 1/2	89	42	26 00	15 00	2,407	2,253	16,062	5,017	21,326 81

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$149 21	.....	\$200 00	.....	\$446 00	\$200 00	2	1	\$193 03
197 20	.....	229 00	\$15 00	348 43	348 42	2	1	250 00
430 98	\$250 27	791 82	112 85	1,710 27	1,492 64	5	1	112 80
512 33	80 00	621 81	.....	802 06	834 03	5	1	.....
501 68	.....	675 43	.....	757 68	673 43	5	.....	.....
268 56	126 82	536 88	65 00	1,095 15	1,182 36	2	.....	.....
465 35	152 99	636 52	278 60	945 41	944 67	6	.....	80 00
550 13	137 50	652 57	.....	674 92	672 37	6	.....	.....
605 67	294 00	1,186 74	.....	1,074 97	1,086 74	4	1	.....
473 78	75 00	569 43	56 19	765 42	651 81	4	2	.....
381 49	.....	440 50	618 89	889 11	1,559 40	5	2	618 89
618 98	44 00	660 41	296 00	628 93	616 71	7	.....	.....
573 40	37 00	623 15	.....	610 42	610 42	5	1	325 00
488 60	.....	700 00	.....	839 00	820 00	5	2	.....
.....
150 28	.....	197 57	.....	150 28	200 07	2	1	.....
155 36	.....	156 81	114 43	315 76	290 23	2	.....	.....
240 35	80 09	653 50	74 25	1,171 94	1,171 94	5	.....	.....
6,758 15	1,277 17	9,527 15	1,631 23	13,219 74	13,874 63	70	13	1,579 78

TABULAR STATEMENT OF DE KALB

Townships.	Schools		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons between 5 and 21	Number of white persons under 21	
Paw Paw ...	8	8	8	8	\$24 00	\$12 00	141	145	554	....	\$1,428 45
Victor.....	8	8	6	6	22 50	13 00	90	60	318	.....	1,098 00
Somonauk..	8	8	8	0	30 00	20 00	230	243	940	820	3,574 80
Squaw Grove	7	8	6	7	20 00	9 00	82	104	367	283	1,280 00
Clinton	7	8	6	9	25 00	10 00	159	111	500	319	560 00
Shabbona...	6	8	6	0	21 00	14 50	248	190	879	.....	708 84
Milan ...	...	8	...	...	...	...	...	...	...	...	6,969 00
Afton	7	7	2	7	23 50	16 00	67	46	223	150	2,500 00
Pierce.....	4	...	4	4	23 00	11 00	163	158	431	300	.....
Pampas.....	9	8	10	10	19 12	12 00	431	368	597	.....	1,285 07
De Kalb....	9	8	13	6	25 00	17 00	500	401	1,091	.....	2,700 00
Etna.....	8	8	1	2	33 00	21 00	74	63	228	14	5,494 00
South Grove.	5	8	5	5	23 46	10 70	118	75	294	179	1,255 40
Mayfield.....	6	7	6	7	28 80	11 44	239	219	508	340	922 00
Sycamore ...	10	7	8	11	25 00	12 00	297	208	1,033	.....	906 55
Genoa	8	6½	8	7	29 00	10 00	311	270	506	374	867 09
Kingston ...	7	6½	6	6	18 00	11 50	111	100	468	.....	1,575 12
Franklin	9	7½	10	9	21 50	10 00	162	140	302	261	2,144 50
Total.....	119	7½	115	119	23 75	13 00	3,448	2,901	8,841	2,121	35,263 86

COUNTY, for the year ending October 1, 1858.

School Funds--Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Whole cost of new school houses.
\$540 83	.....	\$1,405 90	\$100 00	.....	.....	36	.....
309 00	.....	640 00	491 00	\$491 92	\$494 92	3	.....
719 21	\$1,101 68	1,605 31	3,003 32	5,278 00	5,278 52	13	\$623 60
822 02	196 00	625 43	1,345 00	1,552 68	1,605 10	3	1,345 00
461 26	228 83	620 60	1,175 00	1,535 85	1,898 50	9	1,200 00
504 11	.....	672 00	614 80	1,467 66	1,897 83	.....	.....
266 15	.....	665 69	682 81	1,772 71	1,356 80	6	1,000 00
423 00	.....	598 62	.....	687 44	799 44	4	.....
.....
609 69	594 84	703 44	1,175 56	1,999 68	1,921 59	6	.....
682 47	878 64	988 33	4 100 00	5,588 83	5,588 84	8	4,100 00
221 79	.....	437 00	1,208 00	1,645 20	1,645 00	5	1,600 00
829 67	.....	555 02	665 33	1,161 49	1,198 94	1	.....
445 96	162 40	756 87	1,534 00	2,290 87	2,810 33	1	281 20
761 95	605 24	1,566 48	3,597 81	5,892 73	5,164 32	7	2,560 45
491 11	353 28	931 09	1,187 30	2,194 35	2,395 28	1	1,263 95
442 63	678 29	698 00	900 00	2,830 00	1,970 63	2	300 00
472 74	222 05	809 27	910 25	1,743 50	1,715 50	1	910 28
7,803 70	3,021 07	13,128 76	22 572 19	43 037 81	37 267 63	114	648 48

TABULAR STATEMENT OF DE WITT

Townships.	Schools		Teachers.				Scholars and Youth				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 5 and 21.....	
19 N. 1 E. . .	12	6	4	2	\$31 00	\$21 00	95	75	305	185	\$983 35
19 " 2 " . .	6	6	4	3	30 00	17 00	177	135	438	306	986 00
19 " 3 " . .	6	6	4	3	30 00	22 00	174	161	596	260	1,018 88
19 " 4 " . .	8	6	4	3	25 00	17 00	87	85	184	.....	4,775 35
20 " 1 " . .	9	6	5	1	35 00	18 00	198	110	550	275	3,891 80
20 " 2 " . .	4	6	2	2	40 00	23 00	237	355	1,333	1,003	4,980 00
20 " 3 " . .	19	8	12	9	20 00	16 00	150	111	371	267	1,210 80
20 " 4 " . .	9	6	6	3	38 00	.....	161	179	423	310	3,322 43
21 " 1 " . .	11	7	6	3	.....	.....	230	237	516	325	1,132 80
21 " 2 " . .	9	4	7	5	30 00	22 00	150	145	354	256	842 00
21 " 3 " . .	2	2	1	1	35 00	23 00	50	28	166	125	1,525 93
21 " 4 " . .	10	6	6	4	37 00	16 00	79	36	234	203	874 34
21 " 5 " . .	6	7	5	1	35 00	27 00	85	74	362	190	1,390 28
Total.....	104	6	63	27	30 00	17 00	1,873	1,783	5,626	3,833	25,436 01

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses..	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$532 43	\$200 00	\$891 89	\$544 00	\$933 45	\$891 89	4	.....	.....
447 50	522 80	550 35	.....	970 61	650 35	2	.....	.....
421 21	.....	625 00	.....	481 00	663 00	4	2	1,166 75
197 85	152 43	391 04	.....	573 78	629 46	.....	.....	.....
435 60	.....	774 78	.....	774 78	774 78	.....	.....	.....
885 00	1,550 00	1,813 00	163 00	2,684 00	2,086 00	.....	.....	.....
481 80	204 12	806 07	558 60	1,283 90	1,263 73	6	2	1,000 00
500 99	.....	1,116 00	.....	733 19	1,116 00	5	.....	.....
623 57	890 00	972 14	.....	1,139 85	972 14	6	.....	.....
568 60	300 50	1,350 00	126 60	1,587 00	1,475 00	6	.....	.....
245 14	59 80	334 22	.....	457 53	361 22	1	.....	.....
441 24	72 00	637 88	100 23	600 67	475 95	3	.....	.....
381 28	.....	679 74	.....	520 30	579 74	2	.....	.....
6,321 61	3,451 45	10,721 61	1,582 19	11,768 45	12,620 80	37	4	2,166 75

TABULAR STATEMENT OF DU PAGE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average number of months taught.....	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No of white persons between 5 and 21.....	
Addison.....	8	6	3	3	\$23 00	\$17 50	218	145	746	680	\$1,348 00
Bloomington.....	8	7 1/2	7	9	26 00	16 50	207	250	693	140	1,406 25
Wayne.....	7	6	0	9	21 00	9 00	160	115	493	296	1,200 00
Milton.....	23	6	13	13	31 50	17 50	3 80	200	900	655	1,238 80
Winfield.....	9	8	7	13	26 00	13 00	189	197	847	533	1,212 00
York.....	9	7 1/2	9	7	33 00	17 00	181	142	701	306	3,491 81
Downer's Grove.....	9	7 1/2	8	9	28 00	14 00	181	181	549	396	1,068 93
Liste.....	8	7	6	10	28 00	15 00	186	153	757	566	1,113 62
Naperville.....	11	8 1/2	10	12	27 50	9 00	393	264	927	694	1,035 27
Cass.....	8	9	4	9	30 00	21 00	134	113	215	49	3,200 00
Total.....	94	6 1/2	76	110	.....	.....	2,158	1,742	6,820	4,309	16,804 07

COUNTY for the year ending October 1, 1858.

School funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses ..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$687 87	.....	.....	\$1,727 94	\$2,490 41	\$2,490 41	4	2	\$1,000 0
646 51	\$1,013 42	\$1,207 44	50 00	1,939 36	1,374 44	■	2	1,160 00
606 34	602 86	987 76	75 00	1,329 20	1,200 00	7	.....	.....
828 66	1,000 00	1,418 41	300 00	1,800 00	1,413 00	8	.....	400 00
770 47	400 00	1,292 47	300 00	1,810 67	1,810 67	8	.....	.....
710 22	345 93	1,406 08	.....	4,203 02	3,903 02	8	.....	.....
514 21	550 24	1,194 90	949 48	2,555 97	2,372 73	8	.....	1,025 00
825 89	315 56	1,134 50	929 06	2,188 20	1,188 20	8	.....	2,000 00
914 58	1,461 63	1,679 76	647 49	2,430 80	2,327 16	12	1	200 00
268 35	.....	490 92	.....	583 85	400 92	2	.....	.....
6,768 25	5,689 64	11,818 10	5,678 97	21,330 98	18,480 55	73	5	\$5,775 00

TABULAR STATEMENT OF EDGAR

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	Number of white persons between 5 and 21.	
T. 12 R. 10	1	6	1	1	\$30 00	\$22 50	28	32	115	83	\$1,400 68
" 13 " 10	6	7	3	3	34 00	18 00	66	63	286	192	2,500 00
" 14 " 10	9	7	5	6	28 33	19 16	125	132	230	174	1,654 07
" 15 " 10	2	6	2	2	...	...	...	...	124	...	2,235 29
" 16 " 10	2	...	1	2	20 00	20 00	44	59	188	...	996 04
" 12 " 11	3	6	2	3	24 00	17 50	80	100	304	195	1,262 96
" 13 " 11	7	7½	7	5	29 00	24 00	200	160	725	506	1,464 28
" 14 " 11	7	7	6	9	29 16	20 00	114	112	617	...	2,556 00
" 15 " 11	7	6½	11	6	34 63	21 33	...	...	625	443	1,920 00
" 16 " 11	3	...	3	2	25 83	19 00	107	68	250	165	2,147 53
" 12 " 12	4	6	3	1	25 30	19 00	123	125	331	66	948 00
" 13 " 12	9	8	7	6	50 00	30 00	251	222	1,200	1,100	3,400 00
" 14 " 12	7	6½	7	4	28 00	22 00	161	121	557	375	912 59
" 15 " 12	5	6½	5	6	28 50	21 50	103	90	338	300	939 50
" 16 " 12	5	6½	3	1	28 50	23 00	83	72	375	237	4,800 00
" 12 " 13	6	...	6	1	25 00	21 25	106	124	257	130	2,583 14
" 13 " 13	3	9	3	3	...	...	155	101	492	...	800 00
" 14 " 13	3	9	6	4	20 00	18 00	155	172	356	256	1,110 00
" 16 " 13	1	8½	1	2	23 00	23 00	8	7	108	74	4,020 00
" 16 " 13	...	...	...	...	...	...	...	...	120	100	...
" 12 " 14	...	...	...	...	...	...	...	...	140	...	...
" 13 " 14	2	7½	3	3	34 50	17 50	207	132	466	345	...
" 14 " 14	7	6	6	2	29 50	18 00	147	93	303	334	1,092 40
" 15 " 14	...	...	...	...	...	...	...	...	...	...	...
" 16 " 14	...	...	...	...	...	...	...	...	70	53	...
Total.....	97	7	88	70	...	...	2,459	1,955	8,618	5,034	40,699 43

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amount received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$243 35	.....	\$164 97	86 00	\$383 35	\$170 90	1	..	.....
309 00	.....	377 00	.....	559 00	877 00	3	..	.....
281 33	.....	369 12	.....	783 11	369 12	3	..	.....
227 69	.....	.....	.....	.....	.....	.....	.....	.....
211 07	.....	.....	.....	.....	.....	2	..	.....
364 66	.....	765 54	18 00	.....	.....	3	1	.....
743 46	.....	627 86	1,727 00	1,134 77	980 79	7	4	1,527 00
742 66	\$248 18	980 84	552 00	1,286 44	989 18	6	1	552 00
664 60	78 12	798 45	.....	834 50	798 45	.....	.....	.....
319 71	.....	860 81	925 00	523 84	360 81	2	2	925 00
802 33	.....	873 40	276 00	410 00	.....	3	1	945 00
1,162 39	.....	1,802 43	600 00	1,802 43	1,802 43	6	1	.....
684 70	275 50	809 72	1,741 36	2,473 39	2,200 25	6	1	1,550 40
457 53	353 64	819 00	35 00	905 12	837 00	5	.....	.....
450 88	.....	570 00	.....	900 88	596 00	3	.....	.....
330 53	.....	449 43	.....	462 16	439 43	6	.....	.....
534 00	.....	.....	.....	612 76	613 28	3	.....	.....
391 86	157 27	400 00	80 00	493 28	533 23	3	.....	.....
252 22	.....	118 50	.....	319 06	118 50	1	.....	.....
.....
164 87	.....	.....	.....	.....	.....	.....	.....	.....
212 31	283 00	449 67	.....	282 73	270 81	.....	.....	.....
441 97	.....	773 67	.....	789 35	773 57	6	.....	.....
.....
.....
2,477 04	1,390 71	13,210 24	5,954 68	13,903 42	12,229 75	84	11	5,469 58

TABULAR STATEMENT OF EDWARDS

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No. of white persons under 21.	Number of white persons between 5 and 21.	
1 N. 14 W	8	6½	4	3	\$24 00	\$8 50	147	154	894	286	\$788 67
1 S. 14 "	6	6	4	■	25 00	15 00	123	93	302	215	1,116 06
2 " 14 "	10	6	5	5	23 66	14 99	166	105	243	176	903 06
2 " 14 "	1	6	2	...	30 00	...	76	50	172	122	...
2 " 10 E.	1	6	3	3	22 50	15 75	60	44	158	119	930 00
1 " 10 "	6	6½	4	5	25 00	17 50	212	133	436	363	550 56
1 N. 10 "	5	6	4	1	20 00	12 00	90	84	439	237	895 97
2 " 10 "	1	...	1	...	25 00	...	20	15	44	32	...
1 " 11 "	1	...	1	...	20 00	...	27	13	75	61	314 00
1 S. 11 "	1	6	1	...	20 00	...	35	16	46	34	761 00
2 " 11 "	■	4½	1	...	23 00	...	10	9	42	32	440 25
2 " 11 "	...	...	...	...	...	...	16	12	46	33	190 51
2 N. 14 W	1	...	...	...	...	...	...	...	58	...	...
1 S. 10 E	9	6	6	4	...	...	184	148	655	...	1,219 50
Total...	47	■	36	23	25 00	15 00	1,166	896	3,110	1,762	9,112 20

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	No. of new school houses erected during the year	Whole cost of new school houses.
\$395 25	\$640 62	\$5 10	\$688 62	\$688 62	4	.....	.....
834 73	364 20	.....	428 60	526 02	3	.....	.....
287 10	640 00	438 99	1,072 32	988 27	3	3	\$800 00
139 75	826 56	149 51	.....	476 07	2	1	417 77
199 23	244 25	244 25	2	.....	.....
471 35	603 00	8 00	626 40	626 00	4	.....	.....
476 65	541 28	717 45	1,165 61	1,258 68	5	5	717 00
.....
76 79	65 00	.....	.....	.....	.....	.....	.....
63 85	120 00	27 21	181 00	181 00	1	.....	.....
50 05	120 00	108 00	180 00	180 00	1	1	108 00
40 80	27 27	.....	47 30	47 30	.....	.....	.....
.....
614 80	\$297 21	.....	.....	.....	.....	.....	1	98 00
.....
,149 57	297 21	8,447 89	1,454 26	4,529 10	5,116 21	25	11	2,140 77

TABULAR STATEMENT OF EFFINGHAM

Townships	Schools		Teachers				Scholars and Youth				Principal of the township fund..
	Whole number of schools	Average No. of months taught..	Number of male teachers	Number of female teachers	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21 and 25.....	
T. 6 R. 4 E	4	6 1/2	2	2	\$27 50	\$20 50	80	80	180	100	\$800 00
" 7 " 4 "	1	3 1/2	1	....	25 00	....	39	19	171	71	1,093 78
" 8 " 4 "	4	6 1/2	4	....	22 50	....	88	67	232	166	1,523 03
" 9 " 4 "	3	6 1/2	3	....	22 50	....	97	55	193	132	1,107 91
" 6 " 5 "	4	6 1/2	2	2	26 00	26 00	140	160	460	318	105 36
" 7 " 5 "	3	6 1/2	3	....	27 50	16 00	284	237	404	459	1,149 07
" 8 " 5 "	3	6 1/2	3	2	27 50	12 50	180	141	402	403	998 80
" 9 " 5 "	2	6 1/2	1	1	27 50	16 00	25	16	190	89	400 00
" 6 " 6 "	4	6 1/2	1	1	27 50	16 00	31	29	258	196	785 00
" 7 " 6 "	2	6 1/2	2	....	24 50	....	84	89	328	224	1,216 10
" 8 " 6 "	4	6 1/2	4	....	25 00	....	80	90	480	204	1,600 00
" 9 " 6 "	3	6 1/2	3	....	27 50	....	40	50	182	61	1,600 00
" 7 " 7 "	4	6 1/2	2	1	25 00	20 00	109	117	316	204	920 00
" 8 " 7 "	3	6 1/2	3	....	27 50	....	20	85	132	61	868 10
" 6 " 7 "	3	6 1/2	3	....	29 16	....	103	78	104	80	558 00
Total.....	57	6	46	9	.....	.....	1,330	1,263	4,012	2,766	15,823 15

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$310 05	.....	\$150 00	.....	\$490 05	\$490 05	2	...	.....
180 10	.....	117 08	.....	269 47	269 47	1	1	\$250 00
360 09	.....	216 89	.....	512 39	512 39	2	...	.....
170 96	.....	220 15	.....	281 03	281 03	2	...	.....
510 08	.....	420 00	.....	610 61	610 61	3	...	.....
610 05	\$50 00	675 00	.....	774 95	774 95	3	1	450 00
500 10	.....	565 00	\$400 00	580 10	580 10	4	1	1,000 00
130 09	.....	225 00	.....	270 09	270 09	1	1	250 00
265 05	60 85	621 03	.....	822 40	822 40	3	...	.....
360 00	72 40	475 17	412 08	554 01	554 01	2	...	.....
550 08	.....	691 00	.....	710 08	710 08	3	3	1,000 00
200 10	.....	400 00	.....	360 10	360 10	2	2	500 00
280 00	.....	375 00	.....	372 00	372 00	3	1	330 00
235 00	.....	207 12	.....	321 61	321 61	...	...	.....
180 00	.....	234 37	.....	235 80	235 80	1	1	225 00
4,820 85	183 25	5,592 29	812 08	6,664 69	6,664 69	37	11	4,005 00

TABULAR STATEMENT OF FAYETTE

Townships.				Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
				Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
4	N.	1	W.	3	6	3	1	\$20 22	\$20 00	38	27	260	90	\$1,532 90
5	"	1	E.	3	6	3	2	10 24	14 00	89	60	235	.....	1,349 40
5	"	2	"	3	12	3	.....	.....	.....	66	60	260	197	611 14
5	"	3	"	3	3	2	1	16 22	16 00	26	31	172	126	2,296 00
5	"	4	"	3	9	.....	2	20 00	20 00	31	19	103	78	411 60
6	"	1	W.	3	6	3	.....	.....	.....	84	97	361	374	1,397 79
6	"	1	"	3	5	4	1	20 27	20 00	80	91	295	50	825 00
6	"	1	E.	14	.....	3	7	20 40	27 50	175	225	.....	500	2,128 00
6	"	2	"	16	6	10	5	10 22	11 00	206	146	412	294	1,694 88
6	"	3	"	10	6	4	6	15 24	19 00	216	177	425	295	1,227 00
7	"	1	W.	6	6	4	3	14 20	16 00	83	78	307	112	985 77
7	"	1	E.	7	5	2	3	16 22	18 00	96	73	221	144	1,272 89
7	"	2	"	11	6	7	4	10 23	14 00	164	145	370	328	1,931 50
7	"	3	"	5	6	4	6	19 29	21 50	105	85	343	243	1,429 21
8	"	1	W.	5	6	4	2	16 20	18 00	80	70	368	275	1,435 73
8	"	1	E.	10	6	10	.....	.....	.....	256	144	375	284	1,647 50
8	"	2	"	3	.....	4	.....	.....	.....	69	57	223	176	1,225 00
8	"	3	"	6	.....	3	3	10 25	10 00	66	66	415	299	1,162 35
9	"	1	W.	2	.....	.....	1	16 30	16 00	26	14	122	90	.....
9	"	1	E.	1	.....	2	.....	.....	.....	48	.....	200	53	1,591 10
9	"	2	"	6	8	5	.....	.....	.....	35	35	.....	281	1,245 00
9	"	3	"	8	.....	6	2	15 20	20 00	50	46	223	176	200 00
Total ...				141	6	84	46	23 00	18 00	2,191	1,777	6,600	4,.....	27,059 96

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$326 56		\$527 45		\$481 55	\$327 45	3		
279 50		313 97		320 87	310 21	3		
322 38		312 55		376 14	341 25	..		\$719 90
262 32		297 30	\$165 00	190 60	297 30	2		500 00
192 13		185 00		570 60	185 03	2	1	
410 56	\$188 66	500 06		736 98	517 66	3		
336 14		472 60		412 50		5	2	
624 75	779 00	945 46		1,524 75	1,400 00			
469 10	45 00	843 18		673 59	843 18	7		
469 62		312 39		287 28	318 67	6		
362 02		480 00	150 00	461 65	610 55	4	1	150 00
294 88		390 62	291 00	550 63	490 73	3	1	291 00
413 80	104 00	554 29		495 08	554 29	5	2	400 00
353 12		411 57	201 03	751 95	742 60	4	1	480 00
430 32		372 00		572 00	384 00	4		
427 58	489 50	756 00		542 99	542 99			
309 25	260 84	398 94		459 52	410 32			
287 10	25 00	401 04		150 88	145 27	1	1	425 00
150 87		168 00						
279 02		322 72				2		
147 63		622 10	220 00	622 10	622 10	4	2	220 00
208 32								
6,749 25	1,892 00	9,567 24	1,127 03	10,181 63	9,450 80	57	14	3,186 90

1858

TABULAR STATEMENT OF FRANKLIN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of female per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
T. 6 S. 1 E.	0	4	5	...	\$25 00	.....	201	75	276	206	\$1,080 94
" 6 " 1 "	0	0	2	1	28 50	\$20 00	102	115	324	237	361 45
" 7 " 1 "	4	9	4	....	28 50	.....	111	96	407	325	362 20
" 5 " 2 "	6	7	...	....	25 00	.....	190	70	210	175	503 00
" 6 " 2 "	5	6 $\frac{1}{2}$	4	2	28 61	24 50	104	84	349	244	104 00
" 7 " 2 "	3	6	3	1	27 50	20 00	56	61	291	235	442 82
" 5 " 3 "	0	0	0	1	28 50	11 00	289	251	533	338	332 00
" 6 " 3 "	11	6	6	1	27 00	15 00	276	285	622	487	1,361 32
" 7 " 3 "	7	8	7	....	28 00	.....	160	60	520	390	220 00
" 5 " 4 "	6	6	4	2	32 50	15 00	200	175	640	436	513 13
" 6 " 4 "	9	6	4	....	26 75	...	201	139	414	284	290 97
" 7 " 4 "	4	6	3	1	25 00	20 00	151	102	530	370	429 82
Total.....	72	6 $\frac{1}{2}$	48	9	26 00	18 00	1,951	1,513	5,106	3,717	6,181 78

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year....	Whole cost of new school houses.
\$320 48	.....	\$464 35	.....	\$376 48	\$355 81	4	2	.....
358 67	\$678 07	451 50	\$451 50	1,288 34	1,298 00	3	3	\$490 00
532 60	.....	557 80	.....	558 80	557 80	4	.....	.....
242 47	144 40	414 19	.....	406 87	414 19	2	.....	.....
370 58	253 90	526 40	18 00	635 85	633 81	4	2	200 00
374 47	180 70	308 70	.....	416 75	318 70	3	.....	.....
602 67	355 40	968 93	.....	1,434 76	1,410 76	6	.....	460 45
667 98	470 00	1,230 32	562 75	1,817 77	1,793 17	6	1	140 00
536 94	.....	568 73	278 00	580 00	520 00	2	1	257 50
508 03	.....	567 75	239 17	858 23	858 22	4	2	400 00
618 09	181 34	618 09	359 81	925 05	909 80	4	.....	.....
484 18	.....	500 00	.....	1,076 00	1,686 00	4	.....	.....
5,617 14	2,285 81	7,174 76	1,904 23	10,884 89	10,776 76	46	11	1,947 95

TABULAR STATEMENT OF FULTON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average number of months taught	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons between 5 and 21.....	Number of white persons under 21.....	
Astoria.....	16	8	12	2	\$27 50	\$21 75	500	422	872	573	\$1,640 00
Woodland...	9	6	8	3	30 00	20 00	276	234	829	652	1,191 84
Kerton.....	3	6	4	2	27 50	26 00	127	81	327	.....	1,234 63
Vermont.....	32	8	11	6	33 84	18 00	450	330	1,111	708	2,254 44
Pleasant.....	13	7½	9	3	30 00	20 50	341	309	764	528	1,113 63
Isabel and W	16	8½	8	10	29 11	22 00	377	354	608	376	2,899 26
Farmers.....	14	9	11	3	26 00	15 00	295	158	698	373	1,007 94
Bernadotte..	5	7½	6	6	38 50	12 50	144	112	515	358	1,486 80
Lewistown..	14	7	7	7	39 00	27 00	373	341	1,165	844	1,650 00
Liverpool...	12	6	4	3	27 50	18 00	326	318	653	441	1,010 00
[Fractional].	1	6	1	...	30 00	.....	10	15	46	26	2,270 00
Harris.....	6	7	7	4	33 00	19 00	90	181	530	383	1,500 00
Cass.....	10	6	3	4	24 50	11 50	146	155	521	324	906 53
Putnam....	7	7½	4	4	47 50	19 00	144	180	786	527	2,324 11
Buckheart..	12	6	7	5	32 00	13 00	296	234	666	206	1,505 90
Banner.....	13	7½	8	5	24 00	18 00	278	280	534	334	1,323 29
Lee.....	13	7	9	8	28 00	14 00	267	268	844	257	3,300 00
Ellisville, D.	14	6½	7	7	28 00	13 50	189	168	503	278	1,757 00
Joshua.....	7	7	10	3	34 00	19 14	122	211	580	428	1,889 96
Canton.....	13	7	8	10	49 79	19 79	449	431	1,651	526	2,850 00
Orion.....	10	6½	6	4	28 33	17 38	191	183	411	328	1,111 43
Union.....	16	7	8	6	32 50	14 00	287	202	784	630	1,174 27
Ellisville, Y.H.	13	9	21	8	32 50	16 00	254	176	564	366	1,637 35
Fairview.....	8	6½	5	5	27 50	17 50	243	176	682	440	3,000 70
Farmington..	11	8½	10	11	40 30	18 31	356	312	1,003	837	1,598 68
Total.....	281	7	191	133	32 00	17 00	6,536	5,784	16,600	10,875	43,157 74

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$758 76	\$634 46	\$1,613 97	\$1,458 94	\$3,012 16	\$3,012 16	9	...	.....
754 59	871 30	1,231 03	187 50	1,242 57	1,428 70	7	1	\$540 00
355 66	109 45	398 79	179 00	588 57	693 93	3	...	.....
860 61	2,699 99	2,000 00	100 00	2,824 17	2,000 00	8	1	800 00
693 63	558 33	1,324 25	802 38	2,219 50	2,219 50	6	6	2,096 76
761 61	321 36	1,129 40	.....	1,269 56	1,173 96	6	...	.....
649 42	1,097 90	859 47	953 00	1,848 02	1,848 02	5	1	675 00
624 36	1,070 78	1,054 53	765 50	1,843 82	1,843 82	4	1	600 00
811 91	830 00	1,806 91	200 00	2,150 40	2,150 40	3	1	150 00
611 93	710 61	1,292 67	580 00	2,023 54	1,886 50	6	1	580 00
85 54	.....	113 67	215 82	255 54	365 00	1	1	215 82
691 71	409 26	.....	10 00	1,323 88	1,323 88	6	...	.....
609 55	157 01	343 51	435 13	867 16	862 42	6	2	935 00
698 78	899 31	1,654 36	44 85	1,831 46	1,758 76	4	...	.....
665 75	250 13	1,013 56	430 00	1,533 50	1,488 88	8	1	394 00
587 72	418 81	1,134 29	.....	1,626 17	1,098 17	6	...	.....
612 10	175 00	1,055 75	1,060 00	1,117 10	2,116 75	9	...	.....
674 00	.....	1,087 00	454 84	1,571 00	1,355 00	7	1	450 00
642 90	1,449 57	1,625 52	11 00	2,226 20	2,226 18	8	...	11 00
974 00	1,844 68	3,735 74	.....	3,850 63	3,949 13	11	...	.....
668 18	83 02	832 02	113 87	855 27	839 17	■	...	.....
686 13	689 94	1,259 69	3,826 53	2,735 32	5,408 29	3	1	3,826 53
605 50	154 47	627 58	.....	875 17	699 33	6	3	3,600 00
689 80	1,372 14	1,914 53	980 59	3,636 74	3,115 88	9	1	450 00
831 27	1,214 69	2,230 51	754 52	2,869 13	3,271 73	6	1	516 47
16,404 71	16,926 12	31,338 00	13,555 97	46,196 60	48,135 56	165	23	15,740 58

TABULAR STATEMENT OF GALLATIN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools	Average No. of months taught.	Number of male teachers.	Number of female teachers. . . .	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	Number of white persons between 21 and 25.	
7 S. 8 E.	2	6	2	...	\$26 00	...	70	75	365	122	\$450 00
8 " 8 "	4	6	3	1	35 00	\$25 00	118	88	528	364	1,064 68
9 " 8 "	3	6	3	1	47 00	32 50	93	102	466	344	1,211 20
10 " 8 "	4	6	3	1	29 00	16 00	116	75	385	250	591 60
7 " 9 "	8	6	2	1	30 00	22 50	96	65	254	200	696 87
8 " 9 "	4	6	4	...	42 50	...	249	196	519	270	1,230 00
9 " 9 "	5	6	■	1	40 00	33 00	123	78	397	253	615 80
10 " 9 "	5	6	4	1	36 25	35 00	131	125	454	372	150 00
7 " 10 "	3	8	3	...	29 00	...	140	70	170	100	600 00
9 " 10 "	2	8	3	3	60 00	32 50	102	89	501	347	3,418 77
Total.	35	7	31	9	.....	.....	1,227	983	4,034	2,622	9,929 07

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt't received for school purposes.....	Whole amt't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$281 14	\$53 00	\$315 00	.....	\$548 14	\$445 00	2	2	\$250 00
581 14	28 06	750 00	\$30 05	1,126 66	1,045 66	4	.....	.....
447 55	1,115 75	1,684 42	478 50	2,205 64	2,205 64	.....	.....	.....
468 52	.....	509 80	.....	524 70	524 70	4	.....	.....
282 55	.....	446 00	125 00	500 00	500 00	3	2	225 00
613 80	.....	722 10	18 00	722 00	722 60	4	1	170 00
420 63	94 38	782 10	112 48	709 67	642 14	3	.....	.....
440 00	260 00	780 00	85 00	780 00	695 00	5	1	85 00
196 00	193 90	610 00	.....	650 00	650 00	3	.....	.....
583 92	2,144 11	2,878 16	197 00	3,889 50	3,826 00	3	1	120 00
4,312 77	3,784 19	9,472 58	1,053 03	11,156 31	10,756 14	31	7	550 00

TABULAR STATEMENT OF GREEN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average number of months taught	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
T 10 N 10 W	6	6	11	6	\$20 00	\$23 00	.....	.....	834	554	\$921
" 11 " 10 "	6	6	6	6	32 00	23 00	209	200	449	409	2,056
" 12 " 10 "	2	6	9	9	28 11	26 37	159	144	476	300	944
" 9 " 11 "	11	6	9	7	32 00	26 00	266	.....	420	.....	943
" 10 " 11 "	11	6	6	.....	23 33	.....	123	97	517	372	2,644
" 11 " 11 "	10	6	16	6	36 60	27 50	207	190	462	313	1,404
" 12 " 11 "	5	6	4	4	38 44	28 00	127	98	456	307	1,036
" 9 " 12 "	6	6	9	3	35 00	29 00	134	133	488	339	2,007
" 10 " 12 "	4	8	3	4	50 00	35 00	237	185	970	.....	2,000
" 11 " 12 "	5	8	5	5	40 00	27 50	132	130	507	338	1,249
" 12 " 12 "	6	6	7	2	40 00	25 00	.....	.....	697	620	720
" 9 " 13 "	2	9	2	1	33 33	30 00	110	118	333	293	3,365
" 10 " 13 "	5	6	6	4	23 47	24 75	123	101	876	118	3,013
" 11 " 13 "	4	8	2	2	41 00	26 00	60	66	450	360	1,470
" 12 " 13 "	3	7	2	.....	30 00	.....	63	61	319	202	1,065
Total.....	86	7½	97	66	34 00	27 00	1,955	1,762	7,949	4,590	24,824

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses..	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.	Whole cost of new school houses.
\$703 85	\$601 80	\$2,180 50	\$12 00	\$1,501 43	\$1,501 43	6	.....	.....
504 00	848 50	1,180 69	.....	1,558 16	1,558 16	6	.....	.....
519 90	235 32	760 24	549 51	1,227 83	1,194 56	5	1	\$1,200 00
614 70	608 57	1,049 16	200 87	1,498 90	1,249 58	4	.....	.....
556 15	415 32	1,178 18	140 00	1,386 70	1,886 70	4	.....	.....
648 75	988 14	1,127 28	563 00	2,029 72	1,000 22	5	3	1,276 00
518 35	540 74	1,053 99	.....	1,053 99	1,053 99	5	.....	.....
524 18	1,567 41	1,464 75	538 22	2,244 14	2,082 56	5	1	500 00
820 44	2,126 36	2,816 00	.....	3,146 80	3,076 56	4	.....	.....
660 00	750 00	1,350 00	62 50	1,432 50	1,432 50	5	.....	.....
646 65	2,129 83	1,670 00	.....	2,848 48	2,778 00	4	.....	.....
439 50	.....	618 85	.....	776 00	618 85	3	1	350 00
806 35	.....	778 66	.....	457 23	457 23	5	.....	.....
454 00	825 00	910 00	515 00	1,161 05	1,020 00	3	1	500 00
351 98	.....	455 10	.....	419 03	455 10	3	.....	.....
8,968 80	11,166 02	18,593 40	2,580 50	22,737 06	20,804 39	69	7	3,928 00

TABULAR STATEMENT OF GRUNDY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 21 and 25.....	
Highland.....	2	7½	3	2	\$22 50	\$12 00	60	38	193	180	\$3,991 73
Good Farm..	4	..	3	4	21 00	4 00	99	87	218	187	.....
Greenfield...	3	7	4	3	30 00	22 50	101	112	337	221	6,823 00
Vienna	5	8	5	5	23 40	9 88	133	101	336	241	1,093 36
Mazon	5	8	5	5	28 00	12 00	..	.....	499	.....	.....
Braceville...	9	6½	4	4	.....	.....	115	119	363	268	3,112 00
Arcana & N..	5	6½	1	5	40 00	16 00	60	54	333	237	1,030 00
Morris & W..	5	7½	5	10	48 00	15 00	438	337	1,480	838	9,491 66
Felix.....	2	6	.....	2	.....	14 00	18	19	183	.....	7,478 00
Nettle Creek.	5	6	3	5	26 86	12 00	90	71	297	191	3,000 91
Saratoga	5	9	4	5	31 00	18 00	100	133	416	276	2,814 53
Ausable.....	3	8	4	4	29 50	18 00	89	95	300	.....	1,773 10
Total,.....	63	7½	43	58	21 74	12 83	1,314	1,139	3,045	2,276	42,110 29

COUNTY, for the year ending October, 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses....	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$417 36	.....	\$326 86	\$1,209 34	\$1,893 41	\$1,761 16	2	1	\$1,138 00
310 77	.....	271 50	.....	.....	.....	.....	2	200 00
261 50	.....	749 97	.....	1,697 28	1,647 28	3	2	1,900 00
380 53	.....	572 62	700 00	572 62	572 62	6	1	700 00
.....	.....	776 28	.....	.....	.....	8	.....	.....
296 53	.....	628 00	75 00	784 10	814 07	4	.....	.....
212 10	.....	306 82	.....	306 82	315 10	4	.....	.....
1,057 13	\$2,122 68	3,172 00	1,200 40	5,306 83	4,977 82	6	1	.....
258 00	.....	188 00	.....	.....	.....	1	1	.....
574 53	.....	688 45	72 52	863 11	810 42	4	.....	.....
503 10	.....	782 86	120 00	922 00	1,077 80	4	2	600 00
422 77	24 32	714 42	600 00	726 42	.....	6	1	600 00
4,666 41	2,147 00	9,127 80	3,977 76	13,074 09	11,976 42	43	12	5,838 00

TABULAR STATEMENT OF HAMILTON

Townships.			Schools.		Teachers.				Scholars and Youth.				
			Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21.	No. of white persons between 21 and 25.....	Principal of the township fund
5	R.	6.....	7	7½	7	2	\$35 00	\$27 50	274	323	796	566	\$2,810 00
6	"	6.....	8	8	8	1	25 00	25 00	90	74	450	321	1,410 75
6	"	5.....	4	7	4	1	27 50	23 00	102	102	602	335	1,840 20
4	"	6.....	7	6½	7	1	28 32	.....	93	69	364	249	2,322 04
5	"	5.....	5	6	5	1	27 50	.....	240	128	587	278	2,974 28
4	"	5.....	5	6	5	1	26 80	14 00	75	125	500	365	1,977 00
4	"	7.....	4	6	4	.....	27 50	.....	80	60	391	118	1,733 00
5	"	7.....	5	6	5	.....	27 50	25 00	149	126	612	384	2,091 35
6	"	7.....	3	5	3	.....	25 00	.....	89	59	265	193	1,604 52
7	"	7.....	2	5	2	.....	27 50	.....	44	32	245	160	1,000 00
7	"	6.....	2	5	2	.....	27 50	.....	20	26	276	189	800 00
3	"	5.....	1	5	1	.....	27 50	.....	22	27	123	84	280 00
3	"	6.....	5	6	5	2	26 40	22 50	47	48	165	121	1,410 71
3	"	7.....	.....	.....	.....	.....	.....	.....	9	.....	18	9	90 00
7	"	5.....	2	2	2	2	30 00	.....	68	56	261	.....	700 00
Total.....			55	6½	63	8	27 71	22 86	1,392	1,245	5,555	3,580	23,043 87

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.

School Houses.

Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$649 73	\$2,258 14	\$2,400 00	\$46 00	\$3,388 87	\$3,378 87	7	1	\$112 00
420 53	.....	500 00	133 00	549 00	539 00	4	1	135 00
560 51	.....	691 00	.....	800 78	771 68	4	.....	.....
858 23	460 50	708 00	.....	1,015 53	880 91	2	.....	.....
493 06	.....	785 00	83 51	808 98	775 00	6	1	65 00
466 44	.....	675 30	90 90	755 04	766 20	6	.....	.....
395 54	80 00	557 05	182 71	604 04	739 96	4	2	182 71
490 95	437 48	825 00	300 00	1,258 37	1,258 87	4	1	182 86
330 13	.....	450 00	22 00	499 78	480 00	3	.....	.....
375 50	.....	327 02	27 50	375 50	384 50	2	.....	.....
211 73	.....	500 00	8 00	231 73	508 00	3	1	80 00
84 68	.....	188 37	.....	204 16	188 59	2	.....	.....
186 47	134 50	484 30	8 25	363 40	331 53	2	.....	.....
.....	.....	8 75	.....	.....	1 25	.....	.....	.....
231 46	120 00	360 00	345 00	522 70	708 50	3	3	345 00
5,463 02	3,490 62	9,460 69	1,243 87	11,371 70	11,713 06	50	10	1,102 57

TABULAR STATEMENT OF HANCOCK

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21...	Number of white persons between 21 and 25.....	
Agusta.....	6	7	8	7	\$40 00	\$30 00	296	284	944	630	\$2,602 13
St. Mary's....	12	7	5	7	35 00	27 00	229	240	787	523	2,700 00
Hancock.....	5	6	4	5	27 50	18 00	127	89	464	310	1,008 50
F Green.....	8	6½	5	3	31 99	15 00	203	180	737	490	2,143 75
La Harpe....	9	7½	4	5	25 00	21 50	242	258	952	657	2,547 05
Chili.....	6	6	5	5	24 50	17 50	120	113	503	335	1,388 85
Harmory.....	6	8	7	8	26 00	16 00	75	66	510	446	1,917 46
Carthage.....	14	7	7	7	50 00	22 00	300	250	750	519	3,000 00
Pilot Groove.	12	6	6	6	25 00	15 00	180	160	533	451	2,400 00
Durham.....	16	8	8	6	28 00	18 00	226	263	490	366	3,191 34
St. Albans...	23	8	12	10	26 00	15 00	200	175	577	413	1,830 00
Bear Creek..	15	6	11	4	30 00	22 50	211	48	630	433	4,582 98
Prairie.....	3	6	2	3	31 21	16 71	80	46	306	202	978 65
Rock Creek..	3	9	1	2	25 00	19 00	32	45	224	154	6,003 98
Pontoosuc...	4	5½	3	1	27 50	20 00	137	131	811	658	1,398 09
Walker.....	6	7½	5	4	55 00	22 50	120	98	802	632	3,796 00
Wythe.....	9	5½	9	2	33 00	22 00	237	202	694	447	2,969 81
Montenello..	14	7	9	5	37 80	22 20	382	335	807	528	2,756 35
Sonora.....	6	7½	5	3	30 80	17 00	129	120	512	223	3,455 25
Appanoose...	6	6½	3	7	29 33	16 85	75	82	376	260	3,374 22
Rocky Run...	4	4	4	2	30 00	18 00	31	11	362	203	907 00
Wilcox.....	5	6½	2	3	27 50	25 00	53	45	260	183	9,227 72
Nauvoo.....	5	6	4	2	34 16	27 75	190	168	790	525	.....
Nauvoo.....	.....	.....	.....	.....	.....	.....	.....	.....	65	37	.....
Warsaw City.	8	10	4	7	58 66	31 67	276	336	1,579	1,100	18,535 63
Total.....	206	6½	133	102	33 00	21 00	4,158	3,756	15,457	10,729	82,249 73

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$691 50	\$1,744 40	\$1,996 38	\$260 25	\$2,256 63	\$2,256 63	0	.....	.....
680 00	.....	1,501 23	.....	950 00	950 00	6	.....	.....
491 40	272 48	524 40	.....	1,151 41	1,116 52	5	.....	.....
660 83	188 32	1,202 75	1,316 07	2,212 98	2,208 03	7	2	\$2,550 57
679 50	127 35	1,040 39	75 00	951 00	1,040 89	5	.....	.....
449 30	190 42	552 87	1,200 00	1,848 19	1,402 00	0	2	1,200 00
455 25	.....	864 92	.....	648 99	882 21	6	1	.....
700 00	.....	1,382 00	.....	1,000 00	1,000 00	5	1	400 00
531 00	.....	720 00	.....	2,658 00	2,658 00	6	.....	.....
490 20	.....	1,390 00	800 00	1,623 00	1,623 00	7	1	100 00
584 00	41 00	680 00	108 00	1,770 00	1,755 00	9	2	848 00
512 06	.....	738 80	.....	738 80	738 00	6	.....	.....
549 05	.....	214 10	309 95	412 65	514 15	.....	.....	.....
258 28	.....	180 00	1,150 00	728 18	697 53	3	2	1,150 00
603 35	1,608 83	1,259 97	425 18	1,211 97	1,211 97	7	1	275 00
581 40	79 20	1,052 73	650 00	960 40	960 00	8	1	650 00
600 00	612 16	1,485 00	241 60	1,759 77	1,759 77	9	1	650 00
551 10	.....	2,044 60	2,350 00	3,717 76	3,358 00	6	1	3,000 00
491 70	.....	706 68	728 96	1,313 42	1,790 40	5	1	500 00
384 18	.....	661 13	922 09	1,664 00	1,644 33	5	2	1,525 00
405 44	304 01	634 96	.....	763 45	644 44	4	.....	.....
359 95	.....	415 32	286 06	1,023 18	425 39	2	1	286 08
424 80	161 30	739 07	825 00	1,111 32	1,798 83	2	1	975 00
9 54	.....	.....	.....	.....	.....	.....	.....	.....
838 43	.....	3,328 83	3,500 00	4,200 00	4,200 00	4	1	800 0
12,500 26	5,328 95	25,126 11	15,121 06	36,744 12	36,728 41	131	21	15 318 6

TABULAR STATEMENT OF HARDIN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No. of white persons under 21..	No. of white persons between 5 and 21.	
T. 11, 7 E.	1	6	1	..	..	..	40	30	150	..	\$775 90
" 11, 8 "	4	6	4	..	\$34 83	..	97	64	412	286	793 75
" 11, 9 "	4	6	3	1	31 66	\$25 00	82	51	331	244	686 60
" 11, 10 "	2	..	..	1	32 50	..	20	14	119	64	1,407 25
" 12, 7 "	3	3	2	..	32 00	..	18	12	151	116	..
" 12, 8 "	6	6	6	1	35 00	30 00	140	113	690	..	1,203 28
" 13, 8 "	1	..	1	..	30 00	..	3	15	61	..	73 00
" 12, 9 "	3	6	3	..	32 77	..	85	67	358	276	1,438 30
" 12, 10 "	1	6+	1	..	30 00	..	24	22	143	100	618 60
Total,	26	6+	21	3	32 00	27 00	511	390	2,417	1,076	6,898 73

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.....
\$131 70	\$104 20	\$425 00	\$63 34	\$781 51	\$689 92	1	...	...
529 00	248 00	764 00	500 00	1,004 37½	1,004 37½	4	4	\$500 00
308 92	.....	329 70	.....	336 40	336 40	4	2	.....
139 88	.....	121 20	47 60	141 30	121 20	...	...	.....
236 00	100 00	202 00	.....	516 00	302 00	2	2	.....
815 99	80 72	890 68	80 81	1,035 67	1,035 67	3	...	.....
57 47	.....	.....	.....	.....	.....	...	...	.....
388 75	.....	584 83	.....	626 05	584 33	3	...	.....
168 23	.....	183 00	.....	208 28	193 55	1	...	.....
2,755 99	532 92	3,490 91	641 75	4,644 58	4,247 44	18	8	500 00

TABULAR STATEMENT OF HENDERSON

Townships.	Schools		Teachers			Scholars and Youth.					Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	Number of white persons between 21 and 25.....	
8 N. 4 W....	11	7	7	3	\$18 00	.....	180	80	.....	.....	.....
9 " 4 "....	6	7	7	3	26 00	\$14 00	106	80	460	300	\$1,735 00
10 " 4 "....	13	6½	9	4	30 00	18 00	112	124	.....	.....	4,124 88
11 " 4 "....	16	6½	12	4	36 66	18 87	333	300	.....	.....	8,953 80
12 " 4 "....	6	7½	0	5	27 63	19 08	205	121	.....	.....	1,160 70
8 " 5 "....	6	8	11	2	30 00	21 50	377	267	.....	.....	1,524 80
10 " 5 "....	13	.....	6	2	31 16	18 50	135	157	.....	.....	1,400 00
9 " 5 "....	6	8	.....	.....	18 00	12 00	105	100	.....	.....	4,200 00
11 " 5 "....	8	8	3	7	37 00	21 50	250	170	.....	.....	.....
12 " 5 "....	2	7	.....	.....	.....	25 00	12	16	.....	.....	1,293 00
8 " 6 "....	9	6	4	3	25 00	14 00	89	65	.....	.....	1,692 13
9 " 6 "....	3	6	2	3	22 50	15 00	31	29	.....	.....	392 63
10 " 6 "....	1	7	.....	1	20 00	20 00	16	20	.....	.....	400 00
8 " 7 "....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total....	87	6½	60	37	.....	.....	2,011	1,649	460	300	21,876 96

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Whole cost of new school houses— Number of new school houses erected during the year.....
493 00	\$146 00	\$718 00	\$1,030 00	\$678 10	\$678 10	8	\$1,000 00
248 15	.....	661 54	1,087 87	1,760 41	1,760 41	8	.....
521 18	400 00	400 00	133 00	1,600 00	1,657 00	8	.....
251 29	413 83	1,177 36	1,451 00	2,771 72	2,622 76	5	1 981 00
445 90	476 33	871 63	403 87	1,492 79	1,234 71	4	1 322 72
391 70	373 97	909 23	350 00	1,702 76	.....	3	.....
420 00	225 00	815 00	50 00	1,065 00	830 00	5	.....
687 50	.....	1000 00	175 00	1,674 00	1,674 00	3	.....
70 20	.....	175 00	.....	170 05	175 00	1	1 800 00
292 00	400 15	458 16	260 00	404 84	.....	4	1 250 00
221 80	350 78	294 54	183 00	925 94	520 05	3	.....
62 00	.....	100 00	.....	102 00	100 00	1	.....
.....
304 72	2,785 11	7,420 46	3,158 24	14,347 02	11,152 03	47	6 3,858 72

TABULAR STATEMENT OF HENRY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21	Number of white persons between 5 and 21	
Oxford.....	6	7	5	5	\$22 50	\$16 00	.....	.....	111	292	\$2,935 01
Olover.....	6	7	5	3	25 00	11 00	203	179	498	387	1,038 46
Weller.....	3	8	3	3	35 50	19 25	229	221	523	.....	1,474 75
Galva.....	1	7	2	4	50 00	28 50	150	167	748	406	7,513 49
Wethersfield.	6	7½	10	.....	3 86	11 89	.....	.....	686	.....	6,530 00
Lynn.....	3	5	3	3	27 60	15 88	68	65	325	203	1,241 23
Andover.....	4	9½	6	5	27 60	13 80	175	143	478	331	2,704 44
Cambridge ..	6	8	4	4	38 00	24 00	174	132	588	.....	1,102 50
Burns.....	7	6½	11	7	28 00	15 00	159	146	454	313	605 00
Kewanee.....	7	6½	6	8	50 16	21 53	126	184	832	.....	933 26
Western.....	7	7½	6	10	30 00	22 55	■	20	321	206	6,000 00
Oscow.....	3	7	2	2	29 00	19 50	76	48	275	167	10,987 70
Munson.....	3	7½	4	5	36 33	17 33	66	60	220	.....	5,093 31
Cornwall.....	4	8	4	4	31 00	17 00	156	144	336	...	5,634 89
Annawan.....	7	8	7	9	32 16	16 38	186	234	562	416	2,043 70
Colona.....	4	6	4	2	.....	.....	64	56	284	.....	4,946 00
Oxford.....	3	6	3	3	29 30	18 66	60	80	340	218	1,500 00
Geneseo.....	6	7	4	10	37 00	24 50	.....	.....	1,057	747	3,422 84
Atkinson.....	3	6½	2	3	35 60	16 00	58	45	147	110	2,626 80
Alba.....	.....	.....	.....	.....	.....	.....	.....	.....	61	45	3,547 00
Hanna.....	2	7½	2	1	34 22	15 00	75	66	163	118	2,345 00
Phoenix.....	6	8½	7	3	27 50	16 00	153	148	412	297	3,470 73
Loraine.....	3	7	2	1	22 50	12 00	80	40	233	155	62 26
Yorktown ..	4	6	.....	1	30 00	16 00	131	142	305	275	1,295 00
Total.....	104	7	97	112	28 00	13 00	2,417	2,320	10,323	4,688	79,085 20

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses.	Whole amt. received for school purposes	Whole amt. expended for school purposes	Number of school houses	Number of new school houses erected during the year	Whole cost of new school houses
1321 50	\$398 83	\$907 50	\$350 00	\$1,037 50	\$907 04	6	2	\$750 00
312 80	607 89	486 41	566 20	974 11	980 06	6	1	280 00
898 20	1,324 80	586 17	937 98	1,783 24	1,786 57	3	...	...
350 35	.....	1,066 25	1,802 29	6,953 82	5,307 53	8	2	850 00
279 20	.....	.....	450 00	2,445 19	.....	8	1	450 00
238 85	.....	284 00	1,860 00	2,084 96	1,942 09	4	3	1,826 00
444 10	50 95	812 26	353 00	1,291 01	1,230 46	5	1	375 00
408 03	.....	1,354 58	1,161 05	2,304 50	2,227 28	5	2	2,117 89
349 67	.....	846 59	469 00	1,918 56	857 20	7	1	370 00
507 68	2,876 29	1,154 55	2,000 00	3,635 32	3,154 55	6	1	3,016 00
194 65	.....	258 48	1,050 00	1,676 97	1,846 81	...	2	1,072 00
224 25	.....	221 01	81 00	871 83	321 64	8	.....	.....
248 71	59 91	652 72	850 00	1,411 39	1,552 72	4	.....	650 00
284 77	.....	755 57	.....	1,466 42	1,466 42	4	.....	.....
411 95	1,334 13	1,541 90	408 10	2,358 45	1,950 00	6	.....	.....
200 85	.....	440 00	100 00	.....	676 00	3	2	1,200 00
219 00	.....	562 00	1,000 00	457 00	575 00	3	.....	.....
516 65	.....	2,420 52	.....	6,684 47	.....	5	.....	.....
173 38	.....	522 00	256 21	928 28	883 36	3	.....	.....
104 47	.....	.....	.....	.....	.....	1	1	500 00
130 91	140 10	210 51	70 00	677 26	280 06	2	.....	.....
386 45	225 00	1,057 88	283 00	1,047 45	1,349 88	6	.....	.....
233 65	.....	233 72	.....	237 87	233 72	1	.....	.....
322 15	.....	529 88	859 42	.....	.....	4	2	800 00
7,372 22	6,917 99	16,804 50	14,987 25	41,225 60	29,499 39	97	22	15,458 89

TABULAR STATEMENT OF IROQUOIS

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 5 and 21	
27 N. 13 W..	6	6	3	3	\$24 24	\$10 00	70	78	206	142	\$1,064 00
28 " 10 " ..	7	8	2	3	30 00	16 00	53	32	207	136	2,645 43
26 " 11 E ..	2	6	..	3	..	20 00	18	27	76	56	402 10
26 " 11 W..	4	6	2	2	21 00	18 8	28	23	86	55	4,057 71
24 " 11 " ..	2	6	1	1	21 00	16 66	11	8	81	62	154 04
26 " 13 " ..	4	6	4	4	30 00	14 00	108	77	411	325	2,693 81
29 " 12 " ..	4	8	3	1	37 50	21 00	390	284	801	530	2,520 75
29 " 13 " ..	5	4	3	2	20 00	17 00	174	87	208	144	2,272 21
27 " 14 " ..	4	6	1	2	29 16	26 00	32	43	148	110	2,248 38
24 " 13 " ..	1	6	..	1	..	23 00	6	5	40	30	..
25 " 13 " ..	4	6	3	1	24 45	28 00	91	46	235	184	1,098 12
28 " 13 " ..	2	9	2	1	35 00	25 00	48	32	348	232	2,599 31
26 " 13 " ..	2	9	2	..	32 50	..	31	22	140	70	3,059 86
28 " 12 " ..	4	6	1	3	20 00	18 00	47	36	151	97	1,059 00
29 " 14 " ..	1	6	..	1	..	20 00	10	15	82	50	..
25 " 11 E ..	1	6	..	1	..	20 00	6	4	29	15	2,033 38
28 " 14 W..	2	3	1	1	22 00	10 00	31	29	215	170	23 46
25 " 14 " ..	4	6	3	1	30 00	18 00	63	41	161	94	1,180 00
29 " 11 " ..	4	5	2	1	30 00	20 00	67	48	247	153	1,430 00
27 " 11 " ..	10	6	6	4	31 22	20 00	164	90	498	346	2,653 13
25 " 11 " ..	6	7	3	8	21 87	13 50	101	79	224	186	831 43
25 " 12 " ..	10	7	8	4	33 33	20 00	190	130	403	277	5,923 24
24 " 10 E ..	2	8	2	1	40 00	25 00	43	41	266	190	4,893 14
26 " 14 W..	12	6	4	4	32 50	13 50	127	116	153	200	1,713 98
27 " 12 " ..	6	6	9	3	27 89	23 50	268	295	462	308	2,689 61
26 " 10 E ..	5	7	1	4	25 00	20 00	80	93	181	135	2,517 80
Total.....	198	64	66	65	28 00	19 00	2,250	1,781	6,145	4,331	52,769 78

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School House.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers ..	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$278 99	.....	\$385 90	.....	\$355 39	\$305 90	3	.....	.....
289 78	8120 40	211 43	\$308 49	869 16	758 89	3	1	\$243 77
9 44	.....	120 00	1,025 00	49 65	1,145 00	1	1	1,025 00
179 53	.....	276 14	.....	479 80	479 80	3	.....	.....
175 80	.....	103 33	.....	187 55	103 33	1	1	200 00
520 20	66 00	738 50	.....	908 51	908 51	4	.....	.....
1,016 65	542 87	700 00	496 00	1,669 18	1,196 00	2	.....	.....
390 36	.....	527 50	156 00	788 51	782 51	3	2	500 00
156 58	.....	378 62	.....	537 04	378 62	1	.....	.....
126 25	.....	150 00	385 60	506 54	385 60	1	1	877 98
273 75	.....	311 00	400 00	376 56	311 00	2	1	400 00
484 93	.....	370 00	200 00	554 89	616 79	2	1	200 00
239 45	.....	399 45	134 33	522 52	522 52	1	.....	.....
193 96	.....	222 00	100 00	299 86	322 00	2	1	100 00
53 25	.....	53 25	.....	53 25	53 25	1	1	150 00
.....	.....	24 50	.....	24 50	24 50	.....	.....	.....
81 40	.....	80 00	.....	81 45	81 12	1	.....	.....
229 55	.....	224 00	.....	335 55	329 49	2	.....	.....
252 72	.....	245 08	.....	281 22	245 08	2	.....	.....
957 90	.....	1,058 78	387 00	1,353 40	1,617 78	5	1	375 00
315 75	.....	455 85	26 00	438 34	435 00	3	.....	.....
493 82	.....	661 02	.....	1,083 32	681 02	4	.....	.....
352 16	179 22	380 00	340 12	961 49	888 00	1	1	2,649 26
289 78	.....	168 65	.....	458 43	458 43	3	1	.....
574 23	555 93	1,268 24	861 82	1,744 52	1,662 68	5	1	335 68
81 45	.....	307 75	1,050 00	36 20	36 20	2	1	10 00
8,017	1,464 47	9,820 79	5,870 36	14,956 93	14,730 04	58	15	7,606 89

TABULAR STATEMENT OF JASPER

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 25	
T 5, 8 E.	5	...	3	...	\$23 00	.....	88	84	163	90	\$2,100 00
" 6, 8 "	5	6	5	2	24 19	\$21 00	170	187	382	133	1,943 07
" 7, 8 "	6	8	5	1	23 34	15 00	49	44	166	105	2,208 63
" 8, 8 "	3	8	8	1	26 00	20 00	17	19	200	150	1,434 50
" 5, 9 "	4	6	2	1	76 00	20 00	50	56	322	203	1,800 00
" 6, 9 "	3	6	2	4	25 00	25 00	115	81	401	299	2,265 00
" 7, 9 "	3	6	5	2	27 50	17 50	183	86	264	...	1,000 00
" 8, 9 "	3	6	4	1	25 00	20 00	115	83	409	360	1,864 16
" 5, 10 "	1	...	2	...	...	...	...	...	103	...	...
" 6, 10 "	2	6	2	2	30 00	27 50	74	60	243	109	3,084 00
" 7, 10 "	15	7	10	3	24 00	19 50	297	182	628	380	2,250 00
" 8, 10 "	10	6	5	4	25 00	20 00	250	212	551	367	1,480 24
" 5, 11 "	2	6	...	...	26 11	.....	13	5	36	18	1,396 94
" 6, 11 "	2	...	1	...	35 00	.....	46	43	112	.....	1,312 30
" 7, 11 "	...	...	...	...	...	.....	17	18	93	53	1,053 76
" 8, 11 "	3	6	8	...	20 66	.....	23	20	72	51	1,000 00
" 5, 14 W.	...	...	...	...	...	.....	...	...	67	.....	1,543 38
" 6, 14 "	1	6	1	...	20 00	.....	58	49	159	...	1,424 96
" 7, 14 "	8	6	7	1	24 00	20 00	76	84	349	240	1,018 66
" 8, 14 "	9	...	9	2	20 00	16 00	160	148	384	.....	1,027 20
Total.....	90	6	74	24	28 00	20 00	1,781	1,465	5,156	2,582	31,016 84

COUNTY, for the year ending October 1, 1858.

School Funds--Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$757 75	.....	\$261 50	\$82 00	\$852 45	\$620 63	2	2	\$82 00
343 49	.....	469 56	223 23	587 79	537 79	4	2	220 00
227 80	.....	247 40	200 00	306 27	261 40	3	1	150 00
280 00	\$36 00	624 00	.....	621 00	624 00	3	.....	.....
288 17	.....	340 00	22 90	348 17	.....	.....	.....	.....
435 83	.....	575 00	365 00	661 83	661 33	3	1	250 00
304 04	152 00	456 04	.....	456 04	456 04	4	.....	.....
504 30	67 00	576 87	130 00	769 30	576 87	4	.....	.....
184 00	.....	160 00	.....	160 00	160 00	.....	.....	.....
287 98	.....	430 00	.....	.....	.....	1	.....	.....
606 83	47 63	878 26	100 00	1,036 70	1,014 20	.....	.....	.....
586 00	.....	628 95	68 00	635 70	697 14	5	1	165 00
25 00	.....	49 53	.....	49 15	169 85	.....	1	.....
86 55	.....	325 50	760 00	.....	.....	.....	.....	.....
80 39	.....	105 66	.....	185 77	165 85	4	.....	.....
98 50	.....	138 00	.....	138 50	138 20	2	.....	.....
118 43	.....	.....	.....	.....	.....	.....	.....	.....
219 08	.....	229 98	.....	343 35	229 58	.....	.....	.....
344 59	.....	540 20	253 00	668 59	919 54	4	2	.....
397 00	152 39	530 00	98 11	1,321 06	1,441 43	.....	.....	.....
6,123 23	453 02	2,561 44	2,807 26	8,081 17	8,673 78	39	11	867 00

TABULAR STATEMENT OF JACKSON

Townships.			Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
			Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21.	No. of white persons between 21 and 25.....	
T. 7	1.....	1	9	1	...	...	...	...	49	25	226	65	\$323 00
" 7	2.....	3	8	3	1	...	\$32 50	\$23 23	85	17	216	149	1,216 00
" 7	3.....	4	6	5	2	...	26 50	23 00	96	61	251	186	586 82
" 7	4.....	7	...	...	...	...	29 21	...	174	112	433	...	600 00
" 7	5.....	2	6	2	...	...	...	...	...	...	94	...	...
" 8	1.....	5	9	4	...	...	39 00	...	154	130	364	187	821 37
" 8	2.....	4	...	4	...	...	38 00	...	88	74	349	227	590 00
" 8	3.....	3	4	4	1	...	32 66	15 00	76	55	264	174	642 13
" 8	4.....	1	6	1	1	...	...	...	38	34	300	214	743 92
" 8	5.....	5	...	...	...	...	...	...	164	102	206	...	...
" 9	1.....	7	6	3	3	...	40 71	26 60	335	236	897	599	360 00
" 9	2.....	6	6	5	2	...	33 00	...	300	300	408	300	...
" 9	3.....	1	6	...	...	...	...	...	7	11	103	78	521 35
" 9	4.....	2	6	...	...	...	30 00	...	24	11	79	59	1,006 00
" 9	5.....	1	6	...	...	...	30 00	...	6	6	30	30	1,827 34
" 10	1.....	3	...	3	...	...	...	...	...	...	430	...	...
" 10	2.....	3	...	6	2	...	25 20	...	198	171	356	...	526 76
" 10	3.....	1	6	1	...	...	...	...	17	16	150	...	336 55
Total.....			58	64	47	12	...	...	1,946	1,411	4,716	2,268	10,111 93

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amount expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$324 49	\$108 41	\$464 72	\$14 95	\$148 65	\$442 01	...	...	...
277 45	313 25	634 00	46 53	812 30	702 16	3	...	...
339 79	56 57	380 00	53 00	666 24	636 75	4	...	\$100 00
327 00	225 00	531 83	204 45	1,300 00	745 40	...	...	...
116 63	61 25	180 00	100 00	...	457 88	1	...	230 00
407 53	525 00	785 50	...	933 15	...	...	...	...
432 69	93 55	648 92	...	...	...	4	...	...
355 15	391 88	562 50	152 06	783 17	734 55	...	...	...
364 44	117 50	120 00	...	518 84	...	...	2	...
...
730 38	4,344 79	1,928 31	2,024 19	4,276 28	4,198 28	7	...	...
601 92	200 00	900 00	610 00	2,000 00	...	5	...	...
195 85	...	150 00	250 00	447 78	411 25	...	...	250 00
157 19	...	180 00	15 50	263 19	195 50	1	...	...
33 32	...	180 00	5 00	1,951 49	185 00	...	...	...
624 21	...	...	...	...	...	...	...	...
423 73	...	795 45	...	...	812 47	...	...	...
246 50	...	240 00	7 25	246 50	240 00	1	...	...
\$1,100 24	\$6,497 75	\$8,880 75	\$662 95	\$12,549 49	\$9,761 26	29	3	...

TABULAR STATEMENT OF JEFFERSON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 5 and 21.....	
T. 1 S. 2 E.	5	7	4	2	\$27 50	\$20 00	124	103	504	280	\$1,105 62
" 3 " 3 "	4	7	3	1	22 50	17 50	143	101	398	275	335 07
" 1 " 1 "	7	7	3	1	30 00	25 00	127	90	294	219	1,538 64
" 4 " 2 "	3	6½	7	...	30 00	...	248	160	396	265	384 00
" 2 " 2 "	6	6½	3	2	23 00	20 00	110	110	525	311	919 00
" 2 " 1 "	4	6½	...	4	...	27 50	87	70	274	234	1,165 40
" 3 " 1 "	12	6	...	1	28 00	24 00	200	141	341	290	1,261 89
" 4 " 1 "	2	...	1	2	25 00	...	37	33	150	116	1,023 53
" 1 " 3 "	5	5½	4	3	27 50	22 50	112	65	418	275	597 03
" 3 " 3 "	10	7	7	2	30 00	23 00	189	97	449	333	1,496 07
" 4 " 3 "	4	7½	9	...	25 00	...	172	168	749	512	1,365 73
" 1 " 4 "	7	5½	7	...	22 50	...	82	66	384	...	605 25
" 4 " 4 "	8	6	2	2	25 00	16 00	187	184	445	344	745 87
" 2 " 3 "	17	8	14	6	30 00	23 00	252	310	978	606	1,334 73
" 3 " 4 "	5	7	4	1	29 50	18 00	181	154	410	345	1,085 60
" 2 " 4 "	13	8	11	2	25 00	15 00	164	156	399	180	...
Total.....	112	6½	85	29	...	...	2,346	2,032	7,909	4,971	15,325 64

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses..	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$538 95	\$400 00	\$814 75	\$94 98	\$1,341 48	\$1,040 98	4	.....	.....
427 86	195 11	538 00	.....	685 49	588 70	3	1	.....
389 86	60 00	535 88	.....	543 24	535 88	3	1	\$600 00
370 10	277 45	685 95	150 00	685 95	685 95	3	1	150 00
556 20	506 25	741 44	.....	1,062 45	1,062 45	7	.....	.....
395 77	.....	.....	.....	517 37	465 13	2	.....	.....
404 60	.....	582 60	.....	1,077 20	1,077 20	4	.....	.....
267 40	.....	239 39	63 00	367 48	239 39	.....	.....	.....
426 26	145 35	621 75	189 50	821 41	821 41	5	2	317 00
528 94	175 10	777 64	247 49	1,305 98	1,244 21	5	1	170 00
605 96	289 00	689 95	100 00	1,427 45	1,427 45	■	3	1,165 00
399 90	311 45	429 25	111 00	771 87	541 85	3	1	.....
508 90	192 00	496 00	77 62	738 15	496 00	4	.....	.....
840 27	2,008 63	2,184 88	303 76	2,863 90	2,684 59	14	.....	.....
495 85	780 00	855 75	305 00	1,841 17	1,151 75	5	1	190 00
424 65	340 00	723 00	35 00	840 00	840 00	4	.....	.....
7,599 97	6,285 54	11,061 23	1,777 83	16,390 54	14,762 94	72	11	2,704 00

TABULAR STATEMENT OF JERSEY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average number of months taught	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.	Number of female scholars	No. of white persons under 21 ..	No of white persons between 5 and 21.....	
7, 10.. . . .	7	9	9	6	\$34 50	\$22 50	159	■	481	270	\$4,077 81
6, 12.....	4	7	2	2	36 50	17 50	51	40	.....	220	8,000 00
8, 11.....	29	....	12	5	40 00	25 00	782	511	1,600	1,300	6,412 17
9, 10.....	8	9	6	2	36 50	20 00	125	75	310	210	2,500 00
6, 13.....	2	8	7	....	33 33	.....	18	■	182	84	1,989 96
8, 12.....	18	6	6	4	82 00	18 50	155	135	635	410	2,085 00
8, 13.....	5	6	5	2	35 00	20 50	164	166	.....	390	100 00
7, 13.....	5	6	5	....	33 00	20 00	100	99	275	250	2,197 40
7, 11.....	7	6	12	8	84 00	17 00	172	120	511	386	3,707 34
8, 10.....	4	8	4	3	40 00	30 00	262	296	568	426	2,427 00
6, 11.....	8	9	3	....	87 50	29 50	70	50	350	286	1,965 00
7, 12.....	8	7	5	5	40 00	15 00	.....	.....	.....	350	2,800 00
Total....	95	64	77	37	36 00	20 00	2,058	1,578	4,812	4,382	\$8,681 65

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$370 80	\$764 96	\$1,325 25	\$1,300 00	\$1,519 56	\$1,519 56	5	2	\$900 00
200 55	504 20	324 00	2,500 00	.....	.....	2	1	3,500 00
1,078 80	2,895 58	.....	.....	4,172 80	.....	10	3	.....
401 80	1,038 50	1,038 50	550 00	.....	.....	4	.....	.....
122 85	.....	242 50	5 00	217 17	257 50	1	.....	.....
561 80	923 18	167 77	350 00	1,388 00	.....	7	2	800 00
784 80	300 00	.....	.....	1,250 27	1,451 95	3	.....	.....
302 55	341 93	547 50	.....	883 21	883 21	3	.....	.....
540 90	673 89	1,499 26	515 00	2,219 30	2,187 67	7	2	400 00
479 50	1,803 53	1,483 00	100 00	2,421 15	2,421 15	4	.....	.....
295 20	300 00	800 00	149 50	1,100 00	1,100 00	3	1	1,500 00
432 95	.....	760 72	.....	.....	.....	8	1	500 00
5,491 00	9,047 23	8,698 50	5,508 50	15,267 41	9,818 30	52	12	7,700 00

TABULAR STATEMENT OF JO DAVIESS

Townships.			Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
			Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 5 and 21.....	
26	1	E....	1	7	1	...	\$22 25	...	26	17	68	53	\$1,722 80
26	2	"....	13	...	7	6	30 00	\$16 00	89	98	416	...	2,413 32
26	3	"....	7	6½	4	7	...	...	100	67	383	300	2,463 00
26	4	"....	12	6½	5	3	23 25	10 40	196	160	338	238	1,125 60
26	5	"....	4	7½	2	2	32 50	12 00	71	59	220	...	528 55
27	1	"....	8	8	5	1	27 50	...	76	61	268	192	2,592 40
27	2	"....	7	...	4	3	...	...	209	204	692	...	1,223 79
27	3	"....	6	7	9	9	29 00	11 50	238	295	560	408	1,736 85
27	4	"....	14	7½	6	11	24 00	13 50	238	241	494	340	1,433 27
27	5	"....	2	7	1	3	30 00	13 00	77	66	280	204	413 23
28	1	"....	6	10½	5	3	36 66	24 00	184	142	666	...	16,230 00
28	2	"....	6	9½	6	3	35 00	20 00	241	187	671	500	2,200 00
28	3	"....	3	8	3	4	23 00	...	53	47	328	217	1,410 00
28	4	"....	11	8	10	15	22 00	13 00	230	260	510	480	2,574 98
28	5	"....	5	8½	5	5	35 00	18 50	123	125	405	...	3,959 26
28	1	W....	3	9	1	2	27 50	26 50	60	53	292	...	6,560 30
29	1	E....	10	11	4	5	30 00	20 00	99	131	524	...	706 64
29	2	"....	4	7	4	...	30 00	...	181	154	621	...	2,600 00
29	3	"....	6	7	5	4	26 00	15 00	28	29	288	196	1,330 59
29	4	"....	6	7	7	5	28 00	17 00	314	274	640	...	598 00
29	5	W....	6	...	5	4	28 00	18 00	55	45	260	225	3,000 00
29	1	"....	3	9	3	2	29 00	19 00	116	72	437	315	2,081 61
29	3	"....	6	4	2	2	43 33	30 00	40	32	526	418	870 99
City Galena..			14	10	4	10	47 50	24 00	540	560	3,300	2,550	...
Total			156	74	108	115	32 00	18 00	3,684	3,369	13,408	8,638	59,784 99

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt. received for school purposes	Whole amt. expended for school purposes	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses
\$167 20	.....	\$169 00	\$32 00	\$329 48	\$160 00	1	.....	.....
522 49	8468 88	826 47	125 53	1,836 26	1,819 88	.....	.....	.....
496 90	.....	736 49	.....	.....	754 34	7	1	\$2,613 79
671 48	.....	575 80	.....	721 78	618 44	6	.....	.....
267 70	272 80	357 20	.....	323 65	357 20	2	.....	.....
836 55	.....	599 00	118 00	836 55	604 20	3	.....	.....
901 00	976 89	.....	.....	2,018 07	2,018 07	6	4	3,500 00
661 00	1,788 39	1,081 30	947 71	1,941 41	1,941 41	5	3	1,800 00
541 00	307 76	954 70	300 00	1,594 00	1,592 19	7	1	300 00
285 24	73 87	400 43	134 62	535 10	535 10	2	.....	.....
613 52	67 13	1,930 06	650 00	2,714 13	2,549 35	0	2	650 00
712 23	1,749 55	1,428 00	900 00	2,682 12	2,450 06	5	1	800 00
434 37	421 03	604 48	200 00	1,046 93	839 17	3	.....	.....
611 20	700 00	1,250 00	200 00	.....	.....	8	2	1,100 00
370 85	.....	999 97	67 45	2,889 05	2,743 89	4	.....	.....
453 70	.....	416 50	.....	.....	.....	3	1	600 00
676 00	.....	735 68	.....	726 36	.....	5	.....	.....
519 84	174 05	691 74	.....	1,794 91	1,724 91	4	.....	.....
338 97	198 60	274 12	426 00	1,387 59	1,309 84	5	1	575 00
458 00	1,655 00	507 00	.....	2,172 00	2,172 00	.....	.....	.....
165 00	.....	.....	.....	.....	.....	4	.....	.....
529 66	106 60	801 70	.....	844 42	871 70	3	.....	.....
377 56	.....	885 00	1,060 60	1,428 52	1,929 40	2	1	2,400 00
1,920 68	6,875 00	8,084 00	.....	11,451 30	11,451 30	6	.....	.....
18,531 68	15,331 65	24,299 74	5,161 98	39,275 59	38,512 39	97	17	14,238 79

TABULAR STATEMENT OF JOHNSON

Townships.	Schools.		Teachers.				Scholars and Youth				Principal of the township fund..
	Whole number of schools.....	Average No of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 25	
T. 11, 4.....	4	6	6	...	\$28 00	.....	70	60	600	520	\$375 00
" 12, 4.....	6	6	6	...	29 16	.....	130	120	515	.....	800 00
" 13, 4.....	6	6	4	1	27 50	\$23 00	168	122	621	450	398 00
" 11, 3.....	4	6	4	...	27 05	.....	125	73	529	429	453 00
" 12, 3.....	4	6	4	...	29 16	.....	131	93	537	428	653 00
" 13, 3.....	7	10	7	...	30 20	.....	221	202	670	497	494 00
" 11, 2.....	4	6	4	...	29 00	.....	165	135	518	430	878 00
" 12, 2.....	4	6	4	...	27 50	.....	88	77	493	348	900 00
" 13, 2.....	5	6	4	1	32 50	27 00	198	150	560	382	971 00
Total. . .	48	61	48	2	29 00	26 00	1,290	1,036	3,042	2,484	6,125 00

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and running school houses.	Whole amt received for school purposes.....	Whole amt expended for school purpose.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$581 16	.....	\$586 16	.....	\$586 16	\$586 16	6	1	.....
440 00	\$200 00	750 00	850 00	850 00	850 00	6	..	.....
608 70	193 62	804 93	200 00	857 88	704 73	6	1	\$150 00
488 90	111 00	649 42	291 00	774 90	291 00	4	4	291 00
458 06	.....	898 18	75 37	806 55	806 55	4	2	237 25
645 81	264 88	1,023 86	.....	1,023 86	1,043 62	7	1	143 00
400 00	267 49	700 00	.....	950 00	950 00	5	..	.....
497 30	108 00	630 00	150 00	716 00	785 50	4	..	.....
809 87	295 27	928 50	826 50	2,700 35	2,085 00	4	4	826 50
4,929 80	2,439 76	6,778 87	1,592 87	9,825 15	8,702 50	43	15	1,667 70

TABULAR STATEMENT OF KANE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	Number of white persons between 21 and 25.	
Aurora.....	12	9	7	18	\$42 00	\$32 00	687	708	4,292	3,334	\$1,120 00
Batavia, Gen.	14	9½	7	18	37 42	20 10	633	593	2,879	2,053	1,226 04
Sugar Grove.	7	9½	7	8	28 66	12 23	177	114	463	354	1,007 27
Elgin.....	8	7½	....	11	28 60	13 66	210	199	680	680	1,082 20
Elgin City...	10	1	6	10	88 33	20 88	294	263	1,413	1,200	.....
Plato.....	9	8½	1	13	20 00	12 00	162	165	561	455	1,628 03
Dundee.....	12	7	8	14	28 50	11 50	357	300	959	723	2,244 81
Campton.....	8	7½	12	7	28 48	15 00	162	150	587	402	988 56
Blackberry...	8	7	8	■	28 00	11 00	122	119	396	392	1,042 25
Rutland.....	10	8	8	6	18 00	12 00	274	298	640	614	2,889 00
Hampshire ..	8	8	4	6	22 00	18 00	210	190	578	430	980 00
Kaneville ...	8	7	5	9	24 00	18 50	156	143	544	406	1,669 93
St. Charles...	10	8	6	17	36 00	15 00	400	600	1,745	1,320	3,418 98
Big Rock....	11	6	7	8	26 00	12 00	202	200	654	420	1,535 77
Burlington..	11	6	4	8	19 00	9 00	140	182	588	390	910 08
Virgil.....	10	7	8	10	27 00	10 00	121	200	706	681	1,176 89
Total.....	156	7½	94	171	.....	.....	4,177	4,424	17,035	13,504	\$2,869 33

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$1,804 39	\$4,651 55	\$6,520 37	\$600 00	\$10,163 93	\$9,457 29	7	.....	.....
1,495 74	1,656 31	3,306 00	143 32	6,356 07	6,356 07	9	.....	.....
355 54	787 55	1,203 49	621 12	2,429 57	2,190 86	1	.....	.....
1,493 62	1,943 44	1,072 24	2,062 07	2,488 53	3,183 07	2	3	\$2,062 07
.....	2,113 93	3,065 45	.....	4,141 96	4,135 28	4	.....	.....
610 69	238 20	914 65	587 67	1,944 47	1,504 32	2	.....	.....
986 02	1,894 29	2,136 83	.....	3,048 28	2,197 83	10	.....	.....
624 00	691 03	1,160 78	30 00	1,565 17	1,526 40	.....	.....	.....
532 78	283 00	890 00	785 00	1,406 96	1,406 96	8	1	800 00
624 42	190 00	867 52	290 38	1,184 42	1,157 90	9	1	.....
621 10	1,000 50	983 48	550 00	1,718 56	1,578 56	8	.....	.....
619 48	455 77	1,074 19	1,411 28	2,612 16	2,483 47	8	1	1,338 54
1,296 37	6,245 86	3,580 00	4,000 00	7,580 00	7,580 00	7	1	14,000 00
544 44	493 56	893 56	550 00	920 86	880 00	5	1	550 00
554 58	348 00	641 10	.....	958 12	958 12	8	.....	.....
636 30	308 60	1,280 41	620 50	2,503 29	2,503 29	8	2	780 00
12,919 39	23,733 58	29,540 51	19,251 84	54,036 87	49,049 37	115	10	19,530 51

TABULAR STATEMENT OF KANKAKEE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of scholars.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 21.	
T. 32 R. 15	4	6	1	3	.....	.....	30	28	78	62	\$1,420 88
" 32 " 14	8	6½	4	4	\$24 75	\$11 21	95	69	332	103	850 00
" 32 " 13	10	7	4	5	20 00	13 00	130	94	237	156	6,371 39
" 32 " 12	5	8½	3	5	40 00	27 50	121	84	425	289	12,435 67
" 32 " 11	9	.....	.....	.....	22 00	18 00	153	116	486	.....	.....
" 31 " 14	4	6	4	5	20 25	20 00	200	205	441	116	777 00
" 31 " 13	4	8	3	4	32 00	19 20	128	111	475	.....	7,668 57
" 31 " 12	7	8	5	2	37 50	20 00	410	280	2,449	.....	1,655 40
" 31 " 11	5	6	3	6	25 00	11 50	119	110	433	183	1,113 29
" 31 " 10	6	9	5	6	21 00	13 50	94	83	329	147	4,161 00
" 31 " 9	3	5½	2	6	28 00	16 00	170	145	179	128	3,260 00
" 30 " 14	4	5½	1	3	11 06	14 00	36	30	162	85	.....
" 30 " 13	12	6½	5	7	33 23	23 00	248	183	767	520	7,166 83
" 30 " 12	6	7	4	2	37 50	16 00	96	52	377	120	593 25
" 30 " 10	3	8	5	3	28 00	18 00	40	39	130	60	5,497 54
" 30 " 9	1	.....	.....	.....	.....	16 00	5	7	89	58	.....
" 29 " 13	7	.....	.....	.....	.....	.....	84	49	.....	.....	.....
" 29 " 12	2	6	1	1	50 00	25 00	107	150	611	.....	.....
" 29 " 9	.....	.....	.....	.....	.....	.....	.....	.....	15	10	.....
Total.....	105	64	55	62	29 00	18 00	2,267	1,447	8,285	1,989	52,777 20

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and running school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.	Whole cost of new school houses.
\$95 40		\$126 00			\$102 00	2		
392 00	\$263 23	648 07	\$330 28	\$1,090 65	905 65	4		
308 82		497 73	100 00	1,424 54	1,424 54	4	1	\$100 00
450 47		1,128 87	609 16	2,304 61	1,782 97	5	2	609 16
642 00	91 50	857 50	903 37			6		
492 68	445 40	829 69		1,618 60	1,608 64	3	1	400 00
565 25		844 17	890 76	2,212 86	1,734 93	4		
1,576 23	510 00		1,611 21	4,362 58	4,327 75	7		
573 00	140 08	571 60	699 84	2,062 91	2,062 91	6	1	580 80
						6		
367 93		610 80	380 00	1,162 29	2,149 11	4		939 31
276 42		200 55	356 06	646 25	671 91	2	2	546 00
638 20		1,222 68	508 24	1,765 92	1,765 92	6	2	508 24
457 20		436 96	415 55	206 68	202 19	3	1	
270 93		447 79	177 00	927 76	562 50	3	1	165 00
56 10		48 00					2	305 00
340 34		527 20	156 00	788 51	782 51			
522 95	169 75	200 00				1		
7,813 92	1,628 96	9,190 61	7,062 57	20,773 66	18,093 43	70	14	4,148 51

TABULAR STATEMENT OF KENDALL

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 5 and 21.....	
Oswego.....	11	7	7	4	\$34 75	\$16 67	339	248	986	800	\$1,994 79
Bristol.....	11	7½	8	■	32 50	15 00	206	210	810	612	1,434 99
Little Rock..	13	6	12	13	30 00	15 00	161	128	773	700	1,784 00
Fox.....	13	6	8	13	30 00	15 00	108	118	500	397	2,250 00
Kendall.....	7	8	7	9	25 00	15 00	228	235	603	513	1,174 46
Nansay.....	6	6½	6	7	32 50	17 50	125	136	442	300	1,110 00
Seward.....	6	7	6	7	28 66	18 83	199	171	378	271	2,014 35
Lisbon.....	6	8½	6	5	31 00	16 00	124	95	443	224	1,020 80
Big Grove...	10	8	11	11	30 00	12 00	360	300	875	720	905 00
Total.....	88	7½	68	85	.....	.....	1,868	1,781	5,799	4,537	23,688 39

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses.....	Whole cost of new school houses Number of new school houses erected during the year
\$167 20		\$160 00	\$22 00	\$329 48	\$160 00	1	
322 49	8468 88	828 47	125 53	1,836 26	1,819 88		
498 90		736 40			754 34	7	1 \$2,613 79
671 48		575 80		721 53	618 44	6	
267 70	272 80	857 20		325 65	367 20	2	
836 55		599 00	118 00	886 55	604 20		
900 00	976 89			2,018 07	2,018 07	6	4 3,500 00
681 00	1,798 59	1,081 30	947 71	1,941 41	1,941 41	5	3 1,800 00
541 00	307 76	954 70	300 00	1,594 00	1,592 19	7	1 300 00
285 24	73 87	400 43	134 69	585 10	535 10	2	
612 52	67 18	1,930 06	650 00	2,714 18	2,549 35	6	2 650 00
712 23	1,749 55	1,428 00	900 00	2,682 12	2,450 06	5	1 800 00
434 37	421 03	604 48	200 00	1,046 93	839 17	3	
611 20	700 00	1,250 00	200 00			6	2 1,100 00
370 85		999 97	67 45	2,889 05	2,743 83	4	
453 70		416 50				3	1 500 00
676 60		735 68		726 36		5	
519 84	174 05	691 74		1,794 91	1,794 91	4	
338 97	198 60	274 12	428 00	1,357 59	1,309 84	5	1 575 00
453 00	1,655 00	607 00		2,172 00	2,172 00		
165 00						4	
529 66	196 60	801 70		844 42	871 70	3	
377 50		885 00	1,060 60	1,428 53	1,929 40	2	1 2,400 00
1,920 68	6,375 00	8,084 00		11,451 30	11,451 30	6	
18,531 48	15,331 55	24,299 74	5,161 98	30,275 59	38,512 39	97	17 14,238 79

TABULAR STATEMENT OF JOHNSON

Townships	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No of months taught ..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 25.....	
T. 11, 4.....	4	6	6	....	\$28 00	.....	70	60	600	520	\$575 00
" 12, 4.....	6	6	6	....	29 16	.....	130	120	515	.....	800 00
" 13, 4.....	4	6	4	1	27 50	\$25 00	162	122	621	450	398 33
" 11, 3.....	4	6	4	....	27 05	.....	126	75	529	429	458 76
" 12, 3.....	4	6	4	....	29 16	.....	131	95	537	428	655 04
" 13, 3.....	7	10	7	....	30 20	.....	221	202	670	497	494 53
" 11, 2.....	4	6	4	....	29 00	.....	155	135	518	480	878 00
" 12, 2.....	4	6	4	...	27 50	.....	88	77	493	348	900 00
" 13, 2.....	6	6	4	1	32 60	27 00	198	150	560	382	971 00
Total.....	43	61	43	2	29 00	26 00	1,200	1,036	5,041	3,484	6,125 89

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building repairing and renting school houses	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$581 18	.....	\$586 16	.....	\$586 16	\$586 16	5	1	.....
440 00	\$200 00	750 00	\$50 00	850 00	850 00	5	..	.....
608 70	193 62	804 95	200 00	817 83	704 73	3	1	\$150 00
483 90	111 00	649 42	201 00	774 90	291 00	4	4	291 00
458 18	.....	696 18	73 87	806 55	806 55	4	2	237 25
643 81	264 38	1,023 36	.....	1,023 36	1,013 62	1	1	143 00
400 00	267 49	700 00	.....	950 00	950 00	5	..	.....
497 30	103 00	630 00	150 00	716 00	783 50	4	..	.....
609 87	295 27	938 50	826 00	2,760 53	2,683 00	2	4	826 50
4,929 80	2,439 76	6,778 67	1,592 87	9,325 16	8,702 56	43	13	1,667 75

TABULAR STATEMENT OF KANE

Townships	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 5 and 21.....	
Aurora	12	9	7	18	\$42 00	\$32 00	687	708	4,292	3,334	\$1,120 00
Batavia, Gen.	14	9½	7	18	37 42	20 10	633	593	2,379	2,065	1,226 04
Sugar Grove.....	7	9½	7	8	28 66	12 28	177	114	463	354	1,007 27
Elgin	8	7½	....	11	28 60	13 66	210	199	680	530	1,032 30
Elgin City....	10	1	6	10	63 33	20 83	204	263	1,413	1,200	.....
Plato	9	9½	1	12	20 00	12 00	162	165	661	466	1,628 03
Dundee.....	12	7	6	14	28 50	11 50	357	300	959	723	2,244 81
Campton	6	7½	12	7	28 48	15 00	162	150	637	402	988 56
Blackberry....	8	7	8	3	28 00	11 00	122	119	396	292	1,042 25
Rutland	10	8	8	6	18 00	12 00	274	298	640	614	2,889 00
Hampshire ..	8	8	4	6	22 00	15 00	210	190	578	430	980 00
Kaneville ...	8	7	6	9	24 00	13 50	156	143	544	405	1,669 25
St. Charles...	10	8	6	17	38 00	15 00	400	600	1,745	1,320	3,418 98
Big Rock.....	11	6	7	8	26 00	12 00	202	200	554	420	1,535 77
Burlington. .	11	6	4	8	19 00	9 00	140	182	588	390	910 08
Virgil.....	10	7	3	10	27 00	10 00	191	200	706	680	1,176 39
Total.....	156	7½	94	171	.....	.....	4,177	4,424	17,035	13,504	22,869 33

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$1,804 39	\$4,651 55	\$6,520 37	\$600 00	\$10,163 93	\$9,457 22	7	.....	.....
1,495 74	1,668 31	3,306 00	143 32	6,356 07	6,356 07	9	.....	.....
565 54	737 55	1,303 49	621 12	2,429 57	2,190 88	7	.....	.....
1,493 62	1,943 44	1,072 24	2,062 07	2,438 53	3,133 07	8	3	\$2,062 07
.....	2,113 98	3,065 45	.....	4,141 98	4,135 28	4	.....	.....
610 69	238 20	916 65	587 67	1,944 47	1,504 32	9	.....	.....
586 02	1,894 29	2,136 83	.....	3,048 28	2,197 83	10	.....	.....
624 00	691 02	1,160 73	80 00	1,583 17	1,526 40	.....	.....	.....
532 78	283 00	890 00	783 00	1,406 96	1,406 96	8	1	800 00
624 42	190 00	867 52	290 38	1,184 42	1,157 90	9	1	.....
621 10	1,000 50	983 48	550 00	1,718 56	1,578 56	8	.....	.....
619 48	456 77	1,074 19	1,411 28	2,612 16	2,483 47	8	1	1,338 54
1,296 37	6,245 86	3,580 00	4,000 00	7,580 00	7,580 00	7	1	14,000 00
544 44	493 56	893 56	550 00	.....	880 00	5	1	550 00
564 58	848 00	641 10	.....	958 12	958 12	8	.....	.....
636 30	308 60	1,280 41	620 50	2,503 29	2,503 29	8	2	780 00
12,919 39	23,733 58	29,540 51	19,251 34	54,036 87	49,049 37	115	10	19,530 61

TABULAR STATEMENT OF KANKAKEE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	Number of white persons between 5 and 21.	
T. 32 R. 15.	4	6	1	8	...	...	30	28	78	62	\$1,420 65
" 32 " 14.	8	6 1/2	4	4	\$24 75	\$11 21	93	69	332	105	830 00
" 32 " 13.	10	7	4	5	20 00	18 00	130	94	237	156	6,871 39
" 32 " 12.	5	8 1/2	3	5	40 00	27 50	121	84	423	269	12,435 67
" 32 " 11.	9	...	...	...	22 00	18 00	150	118	486	...	...
" 31 " 14.	4	6	4	5	20 25	20 00	200	205	441	116	777 00
" 31 " 13.	4	8	3	4	32 00	19 20	128	128	475	...	7,066 67
" 31 " 12.	7	6	5	2	37 50	20 00	410	280	2,449	...	1,655 40
" 31 " 11.	5	6	6	6	28 00	11 50	119	110	433	183	1,113 99
" 31 " 10.	6	9	5	4	21 00	13 50	94	83	320	147	4,181 00
" 31 " 9.	6	3 1/2	2	6	28 00	16 00	170	145	170	128	3,260 00
" 30 " 14.	4	5 1/2	1	3	14 06	14 00	36	30	162	85	...
" 30 " 13.	12	8 1/2	5	7	33 23	23 00	248	183	767	620	7,186 83
" 30 " 12.	6	7	4	2	37 50	15 00	96	52	377	120	593 23
" 30 " 10.	8	8	5	3	28 00	18 00	40	39	180	60	5,427 04
" 30 " 9.	1	...	...	...	...	16 00	8	7	89	58	...
" 29 " 13.	7	...	...	...	...	...	84	49	...	...	...
" 29 " 12.	2	8	1	1	50 00	25 00	167	150	811	...	...
" 29 " 9.	...	...	...	...	...	...	...	...	13	10	...
Total.....	105	6 1/2	55	62	20 00	18 00	2,267	1,447	8,285	1,989	52,777 29

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.	Whole cost of new school houses.
\$95 40	.....	\$126 00	.....	.....	\$182 00	2	.....	.....
392 00	\$268 23	646 07	\$380 28	\$1,090 65	905 65	4	.....	.....
308 62	.....	497 73	100 00	1,424 54	1,424 54	4	1	\$100 00
450 17	.....	1,123 87	609 16	2,304 61	1,732 97	5	2	609 16
642 00	91 50	857 50	903 87	.....	.....	9	.....	.....
492 68	445 40	829 69	.....	1,618 60	1,508 64	5	1	400 00
555 25	.....	644 17	890 76	2,212 86	1,734 93	4	.....	.....
1,576 23	510 00	.....	1,611 21	4,382 58	4,327 75	7	.....	.....
573 00	149 08	571 60	699 84	2,062 91	2,062 91	5	1	580 80
.....	.....	.....	.....	.....	.....	6	.....	.....
367 93	.....	610 80	380 00	1,162 29	2,149 11	4	.....	939 31
276 42	.....	200 55	356 06	846 25	671 91	2	2	546 00
638 20	.....	1,222 68	503 24	1,765 92	1,765 92	6	2	503 24
457 20	.....	436 96	415 65	206 68	202 09	3	1	.....
270 98	.....	447 79	177 00	927 76	562 50	3	1	163 00
56 10	.....	48 00	.....	.....	.....	.....	2	805 00
300 34	.....	527 20	156 00	788 51	782 51	.....	.....	.....
542 55	169 75	200 00	.....	.....	.....	1	.....	.....
.....
7,813 92	1,648 96	9,190 61	7,082 57	20,773 66	19,093 42	70	14	4,148 51

TABULAR STATEMENT OF KENDALL

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.....	Number of white persons between 5 and 21.....	
Oswego.....	11	7	7	4	\$34 75	\$16 67	859	248	988	800	\$1,994 79
Bristol.....	11	7½	6	16	32 50	15 00	206	210	819	612	1,434 99
Little Rock..	18	6	12	13	30 00	15 00	161	158	753	700	1,784 00
Fox.....	18	6	8	13	30 00	15 00	108	118	500	397	2,250 00
Kendall.....	7	8	7	9	25 00	15 00	228	235	608	613	1,174 46
Naansay.....	6	6½	6	7	22 50	17 50	125	136	442	300	1,110 00
Seward.....	6	7	5	7	28 66	18 83	199	171	378	271	2,014 33
Lisbon.....	6	8½	6	5	31 00	16 00	124	95	443	224	1,020 80
Big Grove...	10	8	11	11	30 00	12 60	860	300	873	720	905 00
Total.....	83	7½	66	85	.....	.....	1,868	1,731	5,799	4,587	23,688 39

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$948 57	\$500 00	\$1,575 14	\$1,168 00	\$8,088 96	\$2,700 00	8	1	\$2,000 00
707 03	1,000 00	1,850 00	747 08	3,129 24	2,754 65	9	1	1,200 00
749 74	1,100 00	1,984 00	1,100 00	4,151 42	3,839 94	11	1	400 00
493 04	1,000 00	1,700 00	.....	1,050 00	1,000 00	13	.....	.....
561 58	279 27	848 09	772 00	1,680 42	1,680 42	7	.....	.....
496 45	.....	563 53	100 00	730 00	971 53	5	.....	.....
451 30	161 80	914 62	278 15	1,470 18	1,270 57	6	.....	.....
472 94	.....	565 66	510 28	1,989 00	1,980 00	6	.....	.....
727 42	858 16	1,200 85	848 89	2,847 95	2,455 07	8	.....	.....
5,571 07	4,898 73	11,295 89	5,620 42	21,057 17	19,111 18	73	5	3,600 00

TABULAR STATEMENT OF KNOX

Townships.	Schools		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools	Average No. of months taught . .	Number of male teachers	Number of female teachers	Average salaries of males per month	Average salaries of females per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 21 and 25	
Indian Point	14	8½	7	7	\$30 00	\$13 00	204	185	1,198	570	\$1,200 00
Cedar	9	7	9	9	34 00	17 80	259	187	826	570	2,736 40
Galzburg	12	10	11	24	40 00	29 00	573	556	2,441	1,852	6,291 62
Henderson	26	7	22	14	24 88	13 62½	701	592	915	732	890 00
Rio	16	7	8	7	28 83	12 62½	170	160	650	420	1,358 68
Chestnut	15	8	12	3	24 00	10 00	304	319	668	423	1,247 84
Orange	16	6	6	8	25 00	12 00	172	109	539	417	1,568 30
Knox	12	7	6	7	25 00	12 00	178	248	647	131	1,375 00
Sparta	26	8½	16	11	23 16	14 00	420	640	684	608	1,812 91
Ontario	6	8	6	8	25 00	10 00	121	110	667	184	756 00
Maynor	6	6	6	2	27 00	10 00	101	69	863	712	1,036 36
Haw Creek	6	6	7	5	25 00	12 00	130	121	640	306	1,440 00
Perad	13	6	6	7	28 00	12 00	143	104	435	400	1,110 75
Coply	7	8	8	7	20 00	12 60	138	132	625	500	1,585 00
Walnut Grove	6	9	4	12	27 00	13 00	112	96	378	423	1,900 00
Salem	9	8	8	9	30 00	14 60	203	182	730	550	1,701 00
Elba	6	6	6	8	27 50	13 00	113	142	457	206	1,309 92
Truro	18	6½	8	10	23 00	14 00	202	211	482	360	900 00
Victoria	22	7½	6	10	25 00	21 00	343	291	692	411	1,820 60
Lynn	6	7	6	9	27 00	10 70	148	100	317	222	1,600 00
City Knoxville	1	6	1	6	46 00	22 50	203	195	711	210	.....
Total	263	7½-16½	181	181	28 00	14 28	5,176	4,639	15,217	10,111	35,448 09

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$743 65	\$1,763 00	\$1,148 47	\$594 33	\$2,028 65	\$2,042 79	7	...	...
788 59	...	1,050 24	...	1,066 24	1,066 24	9	...	...
1,176 00	2,600 00	3,080 00	900 00	6,041 33	5,641 69	9	...	...
769 95	1,011 46	1,781 41	...	3,638 51	3,675 47	14	...	...
547 53	1,864 02	1,099 93	1,263 40	2,411 55	2,411 55	6	1	\$510 00
521 75	...	1,073 12	100 00	716 47	2,594 22	6	...	...
579 87	...	812 16	2,442 00	766 52	758 10	8	2	2,442 00
403 40	...	605 00	...	643 75	643 75	6	...	...
612 87	...	1,081 40	...	1,641 21	1,230 53	7	...	1,700 00
512 23	415 00	969 67	530 59	830 03	1,783 18	6	2	530 00
842 02	690 00	935 40	...	1,543 45	935 00	6	2	1,200 00
667 63	407 27	1,119 00	1,429 19	2,762 58	2,548 38	6	8	1,429 00
521 12	569 72	683 00	12 31	1,133 36	1,110 31	7	...	...
596 21	152 44	821 52	216 16	1,063 58	858 37	7	...	...
478 21	...	280 00	30 60	723 25	723 25	4	1	...
671 00	681 00	1,392 00	...	1,622 00	605 00	9	...	...
444 57	611 68	726 20	485 39	1,187 24	1,260 42	8	...	...
463 67	301 00	854 05	500 00	1,713 00	2,000 00	9	1	500 00
673 93	...	732 72	995 00	734 00	1,727 72	6	2	997 25
254 55	...	634 50	224 00	1,056 30	990 20	6	...	...
661 62	1,815 65	1,100 00	775 00	2,478 57	2,084 65	8	1	775 00
12,903 57	19,791 74	22,179 80	10,665 37	39,285 49	13,591 82	150	17	10,014 25

TABULAR STATEMENT OF LAKE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars	Number of white persons between 5 and 21	Number of white persons under 21	
Waukegan ..	7	8½	5	10	\$32 18	\$20 00	437	460	2,478	1,587	24,000 00
Kenosha	6	8½	6	8	20 50	11 32	119	123	340	232	1,653 70
Winfield	3	11	1	2	24 00	11 00	180	10	525	250	1,175 36
Deerfield	5	7	6	4	26 25	16 00	206	201	572	470	1,604 47
Fernon	7	7	5	2	34 00	17 00	115	137	643	455	2,016 32
Libertyville..	3	7	9	7	25 00	20 00	223	312	547	313	1,640 62
Fremont	8	8½	3	7	27 50	16 00	161	141	557	437	3,384 26
Avon	9	8	3	9	28 50	8 00	147	221	629	467	1,872 71
Newport.....	9	8½	6	12	28 00	9 00	333	300	587	487	1,218 39
Warren	9	7½	9	10	20 00	8 50	258	193	614	433	1,950 69
Cuba.....	5	7	4	7	23 00	17 00	177	167	525	386	4,610 77
Wauconda...	14	7	6	8	30 00	15 00	348	327	639	512	2,425 50
Ela.....	7	10	4	12	24 00	20 50	168	163	646	513	2,827 33
Goodall	8	9	3	3	24 00	12 00	87	88	517	216	2,782 00
Antioch.....	10	8	7	3	26 00	16 00	235	126	500	338	1,584 00
frac..	4	6½	2	2	18 50	7 00	63	23	176	119	3,011 01
Total.....	114	8	87	106	26 00	14 00	3,245	3,007	10,300	7,226	38,357 60

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$1,530 85	\$1,403 18	\$3,138 01	\$700 00	\$7,399 59	\$7,399 59	7		
426 74	510 06	662 76	600 00	1,279 70	1,297 58	8	1	\$500 00
851 73	.....	564 54	408 50	469 26	486 34	8	1	408 00
601 11	68 00	1,009 50	903 00	1,940 00	1,980 00	5	2	908 00
682 10	361 37	839 74	105 73	1,535 09	1,533 09	7		
574 82	92 71	900 11	.....	739 18	850 27	6		
567 23	75 00	1,188 61	184 54	1,401 15	1,401 15	8	2	830 00
633 68	1,004 10	982 71	.....	2,382 05	2,382 05	9	1	507 00
639 28	266 93	991 46	1,445 69	2,857 25	2,085 88	9		
585 65	474 59	1,243 87	807 60	2,112 68	2,051 47	9		
432 33	64 16	804 30	232 67	1,036 54	1,036 54	5	1	142 00
500 10	983 47	927 79	734 46	1,826 35	1,735 00	6	1	
635 33	226 48	1,222 77	101 33	1,997 15	1,850 59	7		
432 98	.....	526 30	1,014 86	1,328 59	1,098 30	3		
562 23	687 10	1,081 67	100 00	1,249 89	1,249 89	10		
178 66	.....	146 50	114 53	746 72	605 13	2		
9,334 87	6,209 18	16,229 64	7,854 45	29,764 19	28,922 97	102	9	3,238 00

TABULAR STATEMENT OF LA SALLE

Townships.		Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
		Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21...	Number of white persons between 5 and 21.....	
31	1...	12	8½	6	7	\$27 50	\$17 50	200	186	446	284	\$5,742 00
32	1...	8	8½	15	15	30 00	24 00	180	222	589	428	974 00
33	1...	10	...	...	...	...	...	780	673	4,620	...	1,213 44
34	1...	15	8	6	9	26 50	20 07	260	236	607	443	13,476 16
35	1...	8	9½	7	8	30 00	22 50	200	183	900	650	13,210 64
36	1...	...	...	...	...	...	...	...	...	...	...	...
39	2...	3	7	3	3	31 66	21 66	48	44	232	148	7,577 24
30	2...	1	4	...	1	...	15 00	21	10	243	168	4,385 23
31	2...	4	3	1	2	25 17	...	20	26	304	169	1,886 76
32	2...	18	6	7	9	25 16	...	135	203	502	...	1,551 40
33	2...	6	...	5	6	\$1 00	21 25	99	87	576	356	5,138 10
34	2...	5	6½	6	5	27 63	19 75	105	113	378	240	9,801 05
35	2...	7	7	7	5	26 00	14 00	120	90	446	329	2,800 00
36	2...	10	6	2	8	35 00	16 80	161	144	330	240	5,530 48
31	3...	13	8	7	8	25 00	22 50	163	214	415	315	1,384 00
32	3...	8	...	4	8	23 83	18 00	234	194	449	...	2,484 00
33	3...	5	7	3	6	26 00	16 00	63	104	522	369	1,223 31
34	3...	5	5½	4	6	26 25	13 00	145	119	381	306	2,104 90
35	3...	10	9	9	11	26 00	16 00	317	253	689	478	1,588 07
36	3...	3	8	9	11	30 00	13 00	221	207	982	667	1,250 00
31	4...	10	5½	4	6	28 08	14 78	168	197	418	292	1,089 38
32	4...	...	7½	2	6	24 00	20 00	137	103	356	241	1,298 00
33	4...	5	6	6	6	27 00	12 00	120	90	439	368	500 50
34	4...	11	...	...	...	25 00	15 00	129	77	333	217	892 42
35	4...	12	8	5	8	25 00	11 00	250	214	619	...	3,639 00
36	4...	6	8	5	8	26 00	15 62	147	125	618	476	2,000 00
31	5...	2	6	1	1	35 50	18 00	23	11	180	120	500 00
32	5...	5	5½	4	5	24 79	13 43	111	104	339	229	1,191 94
33	5...	6	6	2	5	23 60	16 00	260	312	530	...	4,030 00
34	5...	6	7	6	...	22 00	11 00	258	171	432	282	1,073 95
35	5...	22	6½	12	10	29 40	12 67	499	244	493	...	1,007 00
36	5...	11	8	10	11	30 00	10 00	91	111	...	...	1,346 69
Ottawa	...	19	12	4	15	62 08	25 27	736	733	2,872	1,678	...
TOTAL	...	372	8	160	208	32 00	17 00	6,410	5,804	21,243	9,538	98,374 56

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses erected during the year.....	Whole cost of new school houses.
\$456 48	.....	\$1,606 57	.....	.....	.....	1	.....
641 24	.....	1,500 00	\$623 00	\$28 75	\$24 50	2	\$620 00
4,813 93	\$17,634 66	1,767 63	11,379 98	.....	.....	.....	.....
644 67	.....	1,133 00	.....	1,437 52	1,408 38	3	.....
754 53	.....	1,744 28	1,088 00	2,164 78	2,298 41	3	488 00
.....
274 52	.....	565 42	452 88	983 35	1,083 20	3	1,128 00
328 13	.....	.....	134 15	90 00	90 04	1	200 00
340 55	150 30	689 76	584 01	1,638 42	1,120 84	2	.....
535 15	474 00	1,142 00	150 00	1,164 29	1,142 00	7	.....
535 19	124 70	950 80	.....	1,308 59	1,060 48	.....	.....
410 93	66 50	704 50	480 00	1,468 96	1,129 42	4	480 00
482 68	300 00	966 90	1,500 00	2,278 35	2,278 35	8	.....
400 00	.....	761 64	527 49	2,067 27	1,901 53	5	300 00
625 98	.....	940 23	.....	1,113 70	1,489 56	7	.....
495 58	634 87	1,087 00	275 00	1,315 00	.....	.....	.....
568 54	317 74	718 66	.....	1,008 62	1,008 62	4	.....
435 75	50	390 99	370 31	899 88	761 28	5	300 00
667 59	1,396 05	1,303 35	988 77	2,817 63	3,039 36	9	.....
598 73	857 00	1,712 33	2,362 84	4,067 63	4,190 17	10	250 00
470 84	160 00	588 30	10 13	964 62	779 04	6	.....
394 13	283 31	647 67	1,068 83	1,380 56	1,460 77	5	.....
476 96	.....	500 64	.....	495 00	500 64	1	.....
572 08	500 86	1,427 31	.....	2,161 96	2,962 30	.....	.....
525 40	.....	487 40	.....	543 61	543 67	6	.....
603 11	.....	874 48	329 00	1,808 00	1,338 00	6	500 00
301 03	.....	169 29	318 26	682 69	169 29	1	.....
397 14	.....	481 90	450 00	1,058 00	1,058 00	5	450 00
.....	.....	863 19	.....	895 19	893 19	6	.....
425 80	178 32	821 53	550 00	712 01	1,391 53	6	550 00
532 80	.....	777 01	.....	.....	.....	5	1,000 00
640 93	1,490 20	909 80	.....	1,011 00	1,011 00	.....	.....
2,353 42	14,049 56	7,456 71	1,676 52	16,902 48	15,874 77	8	.....
20,536 63	38,643 57	35,277 21	15,321 17	54,687 86	52,008 23	149	34,166 00

TABULAR STATEMENT OF LAWRENCE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
T 3 N. 10 W.	2	6	1	1	\$25 00	\$20 00	16	24	160	80	\$240 00
" 4 " 10 "	3	6	2	1	30 00	20 00	65	65	372	260	3,200 00
" 5 " 10 "	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 2 " 11 "	9	6	3	3	26 00	16 00	60	60	177	77	1,442 00
" 3 " 11 "	6	6	3	3	36 50	22 50	80	170	400	160	3,500 00
" 4 " 11 "	6	5	6	2	30 00	25 00	142	67	386	266	1,267 00
" 5 " 11 "	3	5	2	1	23 00	17 00	80	34	189	132	.....
" 2 " 12 "	6	6½	6	2	27 50	18 33	92	78	448	200	1,477 25
" 3 " 12 "	9	6	6	3	28 00	20 00	103	217	667	220	1,200 00
" 4 " 12 "	10	6	4	1	27 00	18 00	30	48	359	234	858 30
" 5 " 12 "	3	4½	3	.....	25 00	.....	94	63	184	134	.....
" 2 " 13 "	6	6	9	5	23 00	12 50	137	123	475	103	1,000 00
" 3 " 13 "	13	6	11	1	29 00	19 50	262	239	715	613	877 30
" 4 " 13 "	5	5	6	2	30 00	15 00	163	156	481	256	1,249 30
" 5 " 13 "	.....	6	.....	.....	.....	.....	.....	.....	162	.....	.....
Total.....	60	5½	66	27	.....	.....	1,291	1,314	5,216	2,667	.....

TABULAR STATEMENT OF LEE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 25.....	
T. 22, 8 E	6	20	6	5	\$44 10	\$15 00	152	107	484	407	\$1,307 27
" 22, 9 "	8	20	8	5	42 00	22 50	187	162	696	.....	.....
" 22, 10 "	8	7	5	2	20 00	18 50	68	57	185	68	1,108 08
" 22, 11 "	8	8	9	8	30 00	16 00	60	63	210	149	.....
" 21, 8 "	4	2	3	2	42 00	22 00	92	84	283	217	1,138 46
" 21, 9 "	5	6	6	9	38 00	25 00	350	300	1,349	.....	1,647 78
" 21, 10 "	9	7	7	6	30 00	18 00	202	170	710	.....	2,100 00
" 21, 11 "	6	7	4	6	29 75	18 00	76	68	343	.....	1,110 75
" 20, 8 "	1	6	1	1	30 00	14 00	18	16	81	62	.....
" 20, 9 "	6	6	2	4	22 50	13 00	70	60	141	102	2,899 04
" 20, 10 "	10	9	6	18	35 00	22 00	341	305	1,106	900	819 13
" 20, 11 "	5	8	3	5	62 50	29 00	94	79	388	.....	6,400 00
" 19, 8 "	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 19, 9 "	1	6	.....	1	.....	17 00	23	27	115	75	.....
" 19, 10 "	4	7	1	3	17, 33	9 00	54	51	321	206	1,000 00
" 19, 11 "	9	7	6	12	25 00	16 00	155	195	552	489	1,447 00
" 39, 1 "	2	6	1	4	20 00	17 00	36	39	128	81	.....
" 39, 2 "	2	10	1	1	25 00	18 00	27	10	107	92	8,875 00
" 38, 1 "	3	6	2	.....	22 00	14 00	70	55	200	140	.....
" 38, 2 "	6	6	4	6	34 00	16 00	93	84	355	234	3,800 60
" 37, 1 "	6	6	6	6	28 00	10 00	175	125	454	360	1,136 00
" 37, 2 "	11	8	11	14	28 25	18 25	238	202	659	500	1,730 16
Total.....	104	74	80	111	31 26	17 46	2,681	2,253	8,876	4,141	35,319 37

TY for the year ending October 1, 1858.

School funds—Receipts and Expenditures.						School Houses.		
	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses ..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses opened during the year.....	Whole cost of new school houses
29	.....	\$1,228 52	\$1,939 00	\$883 01	\$3,559 52	4	1	\$489 00
94	\$440 90	1,152 00	268 42	1,266 84	1,418 42	3	..	.....
62	76 00	363 02	638 00	674 94	1,001 02	3	1	638 00
00	.....	343 00	1,000 00	343 00	1,343 00	2	1	1,000 00
66	.....	804 07	1,500 00	2,296 92	2,304 97	4	.....	.....
41	.....	2,282 53	.....	2,503 42	2,282 55	5	.....	.....
90	389 83	1,983 68	1,066 90	4 195 83	2,309 08	9	1	520 00
71	784 19	734 13	.....	1,446 88	734 19	5	.....	.....
68	.....	193 00	300 00	109 68	435 00	1	1	300 00
64	.....	173 00	.....	413 42	193 00	1	.....	.....
60	709 14	2,196 00	5,409 00	5,500 76	8,243 00	7	4	9,218 00
11	163 40	636 00	404 00	971 00	960 00	8	.....	.....
30	.....	46 90	.....	126 03	46 90	.....	.....	.....
30	.....	363 45	1,063 00	515 76	1,418 63	4	3	1,463 00
36	.....	1,111 60	638 40	1,750 00	1,730 00	0	1	800 00
30	.....	196 17	337 58	279 10	589 00	2	2	337 00
37	.....	145 00	.....	320 37	374 70	1	.....	.....
29	.....	341 00	.....	341 22	341 00	2	.....	.....
78	106 72	899 03	615 00	1,123 09	1,723 03	0	1	215 00
39	.....	800 00	60 00	827 00	916 00	0	.....	.....
28	.....	2,411 64	1,330 00	3,133 36	4,291 64	10	3	2,621 00
73	2,640 18	13,272 92	16,607 30	29,044 27	37,100 73	82	19	17,211 00

TABULAR STATEMENT OF LIVING

Townships.	Schools.		Teachers.				Scholars and Youth.				
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 25.....	
Belle Prairie.	1	....	...	...	\$35 00	\$20 00	...	...	154	114	\$
Indian Grove.	11	...	6	11	7 50	13 25	117	88	304	...	...
T. 26 R. 7..	1	....	1	2	30 00	16 00	10	24	59	...	...
" 27 " 5..	2	94	2	1	29 00	20 00	63	49	265	...	\$
Avoca.....	6	6	2	8	26 00	19 86	117	93	433	273	1
T. 27 R. 7..	2	6	...	...	26 00	...	6	10	84	50	4
Nebraska....	4	24	3	3	26 66	25 00	49	22	187	119	'
T. 28 R. 6..	6	...	2	3	35 00	...	...	...	...	...	:
Pontiac.....	6	6	5	3	33 00	22 00	124	108	485	325	
T. 28 R. 6..	6	8	1	5	32 00	17 00	45	36	93	78	
" 28 " 7..	...	...	...	...	...	...	...	...	...	...	...
" 29 " 3..	5	8	1	4	30 00	13 50	52	65	227	141	
" 29 " 4..	4	71	4	4	30 00	18 50	83	89	307	94	
" 29 " 5..	5	...	6	7	25 00	18 50	52	57	189	...	
Odell.....	2	...	...	2	...	10 50	12	12	65	40	
T. 29 " 7..	1	...	...	1	...	...	3	3	26	18	....
Bro'tonville..	1	6	...	1	...	12 00	4	5	47	35	....
Reading.	4	8	2	2	47 50	16 00	129	121	507	336	
New Mich'gan	7	24	6	6	29 50	14 00	119	126	417	352	
T. 30 R. 6..	6	8	2	4	29 00	15 00	88	60	183	137	
Nevada.....	2	6	2	2	25 00	26 00	23	18	111	60	
Dwight.....	1	10	1	1	27 50	17 50	30	36	158	108	
Round Grove	2	6	1	1	33 00	20 00	51	22	74	64	
Total.....	85	64	46	73	31 00	17 00	1,176	1,054	4,452	2,394	\$

TY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.					School Houses.		
	Amount raised by tax for pay- ing teachers.....	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses erected during the year.....	Whole cost of new school houses
94	.....	\$121 00	.....	\$352 83	.....	.....	.....
15	.....	310 08	\$347 21	.....	.....	.....	.....
75	\$65 00	228 75	402 00	752 75	\$804 40	.....	.....
84	.....	469 00	934 82	1,428 29	1,401 82	4	\$850 00
88	.....	808 06	2,690 00	912 88	889 06	8	2,690 00
83	.....	159 03	1,065 00	.....	.....	2	1,065 00
65	.....	326 86	.....	7,827 30	386 86	4	1,800 00
87	169 00	521 00	.....	615 00	850 00	.....	.....
47	.....	1,278 68	506 29	1,844 89	2,084 04	1	277 25
27	.....	233 81	.....	1,160 36	878 81	3	841 42
26	.....	373 14	903 68	1,307 95	1,032 89	1	800 00
85	189 86	510 27	580 90	1,440 08	921 17	5	.....
17	.....	622 00	650 00	846 84	622 00	.....	.....
92	.....	189 00	.....	214 92	16 61	.....	.....
00	.....	600 00	.....	670 00	.....	3	600 00
23	300 00	829 55	.....	1,077 25	829 55	7	350 00
89	.....	528 52	858 87	1,143 18	757 14	4	325 00
90	.....	460 44	639 78	791 68	760 41	2	320 00
92	.....	449 60	3,000 00	3,481 89	3,290 60	1	3,000 00
15	154 00	280 00	.....	.....	.....	.....	.....
40	877 86	9,198 74	12,316 33	15,268 39	14,986 39	50	13,008 67

TABULAR STATEMENT OF LOGAN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principals of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons between 5 and 21.	Number of white persons under 21.	
T. 17, 1 W.	4	6	5	...	\$32 50	...	51	42	194	135	\$645
" 17, 2 "	4	6	3	1	51 50	210 00	30	36	140	112	1,103
" 17, 3 "	2	6	3	...	25 00	...	67	53	163	122	1,003
" 18, 1 "	7	6	3	1	32 50	22 00	34	20	140	86	1,341
" 18, 2 "	7	6	5	1	36 00	20 00	164	101	573	429	1,700
" 18, 3 "	6	6	5	1	42 00	21 50	113	90	262	212	1,700
" 18, 4 "	3	6	2	1	40 50	25 00	23	30	89	68	1,398
" 19, 1 "	6	6	4	2	33 33	20 00	63	83	278	223	1,336
" 19, 2 "	6	6	4	2	32 00	14 00	65	64	188	161	1,153
" 19, 3 "	5	8	4	1	45 00	23 00	178	134	373	236	1,830
" 19, 4 "	3	6	3	3	48 00	23 00	120	108	430	331	4,900
" 20, 1 "	3	7	5	...	29 00	...	63	45	359	152	1,625
" 20, 2 "	5	10	5	1	35 00	19 00	130	114	790	650	637
" 20, 3 "	9	9	5	4	55 00	27 50	123	81	573	483	1,000
" 20, 4 "	1	3	1	...	65 00	...	20	18	140	91	2,247
" 21, 1 "	10	6	7	3	40 00	23 00	270	242	907	699	1,127
" 21, 2 "	10	6	7	3	32 00	13 00	73	77	415	393	1,300
" 21, 3 "	5	7	3	2	32 50	18 00	131	117	287	213	1,977
" 21, 4 "	1	6	2	...	35 00	...	26	22	144	100	3,342
" 22, 2 "	...	...	...	...	...	...	30	20	84	68	...
" 22, 3 "	...	...	...	...	...	...	13	13	67	54	...
" 22, 4 "	...	...	...	...	...	...	28	22	65	38	...
Total	7	63	86	26	...	...	1,827	1,656	6,604	4,963	40,742

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$203 49	\$244 85	\$397 87	\$467 50	\$512 88	\$264 87	2	1	\$467 57
174 41	2,100 00	418 00	1,500 00	2,284 71	1,419 10	3	2	1,500 00
157 84	.....	189 56	.....	157 84	189 56	1	..	.....
224 24	.....	361 00	15 00	303 25	376 00	2	.....	.....
501 31	.....	1,388 28	19 00	571 31	1,400 00	6	.....	.....
829 97	200 00	1,100 00	725 00	1,025 00	1,875 12	4	1	725 00
166 00	.....	388 63	475 22	903 80	861 85	1	1	800 00
262 90	.....	.....	2,100 00	.....	.....	6	4	2,100 00
279 16	.....	470 68	.....	892 68	470 05	.....	.....	.....
880 25	547 17	900 26	640 00	1,689 25	1,689 25	4	1	640 00
412 64	309 00	1,621 50	1,065 00	1,806 86	1,624 50	5	1	1,000 00
339 54	.....	410 51	85 00	426 50	406 74	3	1	.....
587 00	2,331 00	1,365 50	220 00	1,585 50	1,567 50	5	1	.....
896 00	685 48	967 42	.....	1,381 00	1,611 72	4	.....	.....
203 42	.....	202 71	.....	314 86	209 71	1	.....	.....
612 71	.....	702 00	.....	782 12	710 17	5	.....	.....
407 00	824 00	163 00	671 00	1,251 00	1,251 00	7	.....	.....
274 26	.....	445 86	25 00	472 02	640 81	3	1	720 00
199 00	.....	210 00	23 05	205 00	223 00	1	.....	.....
67 50	.....	.....	.....	.....	.....	.....	.....	.....
59 41	.....	.....	.....	.....	.....	.....	.....	.....
20 14	.....	.....	.....	.....	.....	.....	.....	.....
6,372 92	7,452 00	11,659 65	7,959 77	16,050 70	17,211 61	68	13	7,953 67

TABULAR STATEMENT OF McDONOUGH

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.....	Number of white persons between 21 and 25.....	
Eldorado...	11	8½	8	6	\$32 25	\$12 40	281	153	560	448	\$2,531 89
Industry...	11	7½	7	4	32 00	18 00	328	184	718	496	1,189 23
Bethel.....	9	6	15	3	27 66	11 65	197	150	679	462	1,026 15
Landon.....	10	5½	6	4	31 00	19 00	141	104	463	.....	1,106 00
New Salem.	11	.....	5	6	.....	.....	.....	.....	453	.....	1,063 29
Scotland.....	8	5	8	2	30 00	26 00	200	100	600	300	850 00
Chalmers...	9	.....	6	3	28 00	15 00	180	153	602	400	838 30
Tennessee...	12	9	5	3	27 50	18 00	417	198	867	246	1,072 38
Mount.....	6	6	5	5	29 00	20 00	74	80	409	.....	1,078 47
Macon b.....	9	6	7	2	20 00	18 50	103	60	443	353	800 00
Emmet.....	9	9	7	2	27 50	17 00	143	155	536	.....	683 81
Hire.....	21	7½	9	12	22 00	14 00	173	146	738	150	2,133 50
Prairie City	24	.....	.....	.....	.....	.....	.....	.....	1,117	752	3,678 10
Walnut Gr'Ve	20	6½	.....	...	29 00	19 12	82	74	481	291	8,170 00
Sainta.....	3	7	4	1	.....	.....	.....	.....	286	200	900 00
Bladenaville.	18	8½	3	5	25 00	20 00	270	266	735	572	1,264 28
Total	190	7	95	58	28 00	17 00	2,591	1,822	9,629	4,618	28,422 53

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$549 30	\$37 24	\$588 88	\$279 65	\$1,488 73	\$1,619 87	6	1	.....
664 34	878 81	1,616 95	607 63	2,259 88	2,224 48	5	1	\$530 00
619 38	.....	757 05	.....	872 88	697 26	7	1	.....
436 43	179 27	828 44	228 18	726 80	726 80	4	1	550 00
460 70	502 00	925 88	2,405 00	2,112 39	2,087 89	7	6	1,700 00
452 28	841 37	660 00	.....	.....	.....	6	6	2,000 00
479 14	.....	564 67	.....	.....	.....	6	6	.....
632 20	.....	688 00	400 00	688 00	688 00	6	1	12 00
342 80	298 89	700 44	.....	719 00	.....	6	.....	.....
272 42	.....	640 00	708 13	325 42	.....	4	2	.....
398 76	.....	.....	.....	.....	.....	6	2	482 19
617 65	.....	754 57	850 00	.....	.....	6	1	.....
855 25	.....	.....	.....	.....	.....	7	6	.....
371 91	.....	527 73	509 00	1,483 25	1,466 22	6	2	1,069 00
340 78	.....	.....	500 00	435 78	435 78	3	1	425 00
441 00	168 95	1,388 11	.....	736 38	1,418 11	.....	4	2,186 82
7,330 84	2,406 83	10,784 40	6,287 49	11,592 16	11,293 40	■	■	9,894 01

TABULAR STATEMENT OF McHENRY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21.	No. of white persons between 21 and 25.....	
Riley.....	8	8½	9	10	\$28 00	\$10 00	129	84	391	311	\$1,421 90
Marengo.....	8	8	9	14	32 60	18 00	361	341	1,011	710	1,443 00
Durham.....	7	8	7	8	24 00	11 50	188	149	526	403	1,374 00
Chemung.....	8	7½	10	11	26 47	15 65	247	207	651	552	2,197 66
Coral.....	12	7½	7	16	22 45	10 25	430	337	688	500	2,103 46
Seneca.....	10	8	7	20	20 50	11 50	326	298	561	411	1,753 50
Heart Land..	7	8	10	7	21 50	19 00	301	317	729	618	2,230 00
Alden.....	3	8	5	3	25 00	12 00	179	114	520	401	2,280 37
Drafton.....	4	8	7	10	25 00	10 00	146	110	499	360	666 00
Dow.....	10	7½	7	19	36 00	16 00	511	531	1,101	788	2,683 27
Greenwood..	7	8	8	8	24 51	11 44	173	125	525	345	682 44
Hebron.....	6	8½	7	9	23 00	12 75	173	115	454	376	2,929 73
Algoaquin...	10	7½	12	10	30 00	16 00	315	274	1,078	838	1,153 00
".....	3	6½	5	3	27 50	9 00	68	62	160	107	.....
Nunda.....	9	8	7	9	22 00	11 00	290	250	540	405	1,020 00
".....	1	8	.....	.....	.....	12 00	16	24	102	83	.....
McHenry....	9	7½	10	15	28 00	17 50	195	200	933	648	2,569 75
".....	1	8	.....	.....	.....	12 00	17	13	184	115	.....
Richmond...	7	9	6	7	34 00	18 00	151	170	712	589	1,589 00
Benton.....	3	8	3	3	19 30	8 41	88	62	155	113	.....
Total.....	142	8	136	182	26 21	13 01	1,306	1,778	11,529	8,625	28,120 68

COUNTY, for the year ending October 1, 1858.

School Funds--Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$556 73	.....	\$654 62	\$164 62	\$1,072 63	\$1,072 63	5	.....	.....
922 68	\$725 63	1,629 97	450 00	3,375 49	3,375 49	2	.....	.....
574 19	410 00	902 12	259 18	1,128 19	1,126 19	1	.....	.....
617 01	770 00	1,310 00	3,200 00	4,785 26	4,785 26	3	2	\$8,150 00
592 68	543 22	1,268 18	426 00	2,096 32	1,703 73	11	1	350 00
619 38	.....	1,133 44	733 88	2,603 08	2,299 45	9	.....	.....
734 40	301 14	1,191 91	343 63	1,535 54	1,530 44	7	.....	.....
551 17	600 00	959 53	71 77	1,440 48	1,010 11	8	.....	.....
528 00	400 00	950 00	700 00	1,704 00	1,704 00	3	2	700 00
975 40	2,802 89	2,450 88	204 57	3,736 82	2,855 26	10	.....	.....
597 40	200 00	907 15	650 00	1,872 34	1,872 34	7	1	600 00
548 29	1,133 15	1,006 11	473 48	1,916 87	1,682 06	9	1	.....
739 83	1,423 10	1,372 78	915 63	2,844 14	2,605 26	10	.....	.....
229 28	35 10	298 30	.....	417 97	417 97	2	.....	.....
570 00	445 10	773 87	724 72	1,757 72	1,542 72	9	2	700 00
127 83	.....	96 00	.....	137 53	100 00	1	.....	.....
835 73	.....	1,110 25	2,062 68	3,504 31	3,565 58	6	3	7,259 23
182 52	.....	96 00	800 00	900 00	900 00	1	1	800 00
592 68	1,040 10	1,610 00	600 00	2,440 00	2,384 50	7	1	4,850 00
164 92	177 50	242 44	131 18	380 72	380 72	3	1	114 55
1,255 17	10,817 23	20,164 33	12,910 24	39,507 00	36,399 80	139	15	14,532 60

TABULAR STATEMENT OF McLEAN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21 and 21.....	
21 N. 2 E....	2	4	1	1	\$35 00	\$25 00	33	30	230	198	\$230 00
21 " 1 W....	2	4	1	1	30 00	25 00	18	12	40	24	52 00
21 " 1 E....	1	4	1	...	32 00	...	10	10	65	45	500 00
23 " 3 "....	12	8	5	5	30 00	18 00	133	112	406	...	1,343 92
23 " 3 "....	14	6	10	...	34 00	21 00	181	180	379	...	1,269 50
24 " 1 W....	10	7	6	4	33 00	16 00	234	253	644	580	600 00
23 " 2 E....	14	8	24	16	35 00	14 00	684	684	4,108	3,764	4,023 19
23 " 5 "....	4	2	3	...	32 50	22 50	56	49	201	180	3,999 63
21 " 5 "....	...	...	...	...	...	...	...	...	51	26	...
22 " 3 "....	13	5	12	1	27 00	25 00	200	198	515	386	1,096 53
22 " 1 "....	1	6	...	...	33 38	...	...	...	122	...	1,683 00
23 " 6 "....	5	6	5	...	31 00	...	109	889	305	200	837 00
24 " 4 "....	3	5	2	3	23 00	21 33	20	40	152	84	5,759 33
22 " 5 "....	3	9	2	1	33 00	12 00	19	8	96	62	...
22 " 4 "....	14	7	10	4	28 00	18 00	320	275	879	709	4,685 88
23 " 1 W....	11	6	7	...	22 50	16 00	65	80	304	200	1,600 00
25 " 2 E....	9	7	4	6	32 50	21 50	182	153	275	207	1,622 11
25 " 4 "....	6	6	6	6	34 20	18 00	169	180	664	428	1,423 00
25 " 1 W....	2	4	2	1	29 50	12 00	40	31	89	67	1,057 43
26 " 3 E....	4	8	1	2	44 00	...	83	...	249	201	3,365 67
22 " 1 "....	4	8	3	3	40 40	15 37	309	186	438	319	300 00
22 " 1 W....	8	8	4	4	33 00	23 00	121	117	303	263	2,220 00
25 " 5 E....	6	7	3	2	30 20	22 50	40	57	228	150	697 33
24 " 2 E....	4	7	4	2	37 50	26 00	83	64	318	211	6,099 04
26 " 2 "....	7	9	3	2	31 50	14 00	52	36	154	102	3,173 74
24 " 1 "....	5	7	9	2	29 25	16 29	231	148	508	338	882 17
24 " 5 "....	4	9	4	3	25 50	19 00	50	45	176	133	1,345 90
24 " 3 "....	3	8	1	2	36 66	15 50	61	44	243	169	877 60
22 " 6 "....	2	1	...	...	...	25 00	12	16	50	44	4,712 00
24 " 2 "....	7	8	3	3	32 00	22 00	180	126	504	511	893 66
25 " 6 "....	4	3	1	3	28 50	16 00	24	20	47	...	1,289 54
25 " 1 "....	8	7	7	1	27 00	15 00	73	45	380	325	1,229 00
21 " 3 "....	3	4	3	...	28 33	...	16	17	107	61	...
23 " 4 "....	6	7	3	4	40 50	28 50	213	168	428	296	2,283 16
21 " 4 "....	5	6	1	1	30 00	20 00	37	35	122	94	879 34
Total.....	208	6	158	94	32 00	19 00	4,076	3,549	14,209	9,995	62,257 97

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses.	Whole amt. received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses erected during the year.....	Whole cost of new school houses
\$178 78		\$240 00		\$281 08	\$240 00	1	
45 61		165 00		775 82	165 00	1	
106 44		195 00		102 61	102 61	1	
477 23	\$60 00	1,224 00	\$423 00	589 58	1,300 00	3	\$425 00
387 50	500 00	1,087 00	598 69	1,708 66	1,686 09	7	500 00
577 63	1,200 00	1,933 47		1,004 00	1,950 00	8	2,800 00
2,091 72	2,912 85	5,650 00	7,500 00	13,786 42	13,726 42	9	6,000 00
233 00	290 71			452 98	276 44	1	
58 58				58 58	57 36		
487 88		583 43	483 00	1,086 42	1,066 43	3	483 00
218 00						1	
370 96		435 05		443 91	443 91	3	
216 68		265 56				3	
183 96		43 82		183 96	50 96		
774 58	19 26			1,029 98	1,029 98	6	
249 07		370 00		409 00		4	
316 75	416 75	533 50	75 00	1,804 40	1,768 82	4	
591 30		801 98	1,280 00	950 00	2,131 98	6	1,230 00
464 10		598 41	475 00	583 94	615 28	5	475 00
257 68		972 05		1,066 13	972 05	2	
408 78	811 46	732 00		1,250 24	1,250 24	3	
281 00		506 63		503 00	506 73	4	
261 23	87 29	657 29	642 35	1,687 47	1,254 25	2	525 00
313 50	108 36	899 45	35 00	994 49	955 70	3	
338 24		713 13	113 24	774 39	774 39	3	
405 00	1,582 52	983 81	770 60	2,075 73	1,853 95	5	746 00
223 90		816 60		358 50		2	450 00
285 58		658 00		991 00	658 00		
135 00		150 00		639 30			
477 22	886 36	1,050 00	50 00	1,571 37	1,571 37	7	
68 60		205 90	800 00	888 88	1,003 90	2	800 00
465 32		447 33		465 34	463 38	4	
81 34	52 84	241 87	516 09	593 79	842 96	2	970 81
401 20		1,085 88		515 88	535 36	3	1,030 00
102 61	201 70	224 20	87 23	394 89	304 30	2	
3,571 14	9,498 06	23,012 16	13,881 10	39,834 20	39,601 36	115	16,484 00

TABULAR STATEMENT OF MACON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month.....	Number of male school ch.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21	
14 1 E.....	1	8	1	...	\$36 00	...	21	22	14	12	.....
14 2 ".....	2	8	2	1	35 00	\$20 00	40	25	110	94	\$6,300 00
15 1 ".....	4	7	3	2	35 00	22 50	68	■	222	144	7,644 00
16 2 ".....	2	...	3	...	35 00	.....	83	86	319	210	1,072 40
15 3 ".....	7	8	6	2	40 00	19 00	109	103	297	204	861 80
15 4 ".....	2	6	1	1	40 00	20 00	34	33	74	53	.....
16 1 W.....	2	9	1	3	85 00	25 00	79	40	140	98	1,700 00
16 1 E.....	7	8½	6	2	32 00	24 37	221	144	368	245	2,430 25
16 2 ".....	4	6	7	6	50 71	27 50	511	454	2,288	1,446	1,149 00
16 3 ".....	7	8	2	5	41 60	21 00	263	102	680	399	1,188 00
16 4 ".....	...	...	...	...	.....	.....	...	...	80	48	.....
17 1 W.....	1	5	...	1	.....	25 00	9	7	30	20	.....
17 1 E.....	1	6	...	1	.....	30 00	8	12	88	67	.....
17 2 ".....	6	7½	4	2	34 00	23 00	157	139	320	.....	640 00
17 3 ".....	3	8	7	1	30 00	28 00	164	120	389	264	1,665 39
17 4 ".....	3	6	3	...	34 00	.....	69	■	128	.....	2,784 12
18 1 ".....	...	...	...	...	...	...	...	...	82	.....	.....
18 2 ".....	2	6	2	...	36 00	.....	54	43	174	115	195 04
18 3 ".....	5	8	2	1	30 00	20 00	■	50	210	137	74 00
18 4 ".....	4	6	2	2	30 00	15 00	85	30	166	128	1,920 00
Total.....	78	6½	52	30	35 85	22 88	1,985	1,607	6,024	3,685	27,690 00

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$62 30	.....	\$220 00	\$450 00	\$680 80	\$670 10	2	1	\$450 00
119 00	.....	463 46	.....	749 00	463 40	2	.....	.....
230 30	.....	510 00	430 00	.....	.....	4	1	400 00
250 75	.....	542 96	484 00	.....	.....	2	1	684 00
322 60	\$330 83	788 02	.....	931 60	.....	4	.....	.....
74 20	91 22	.....	.....	.....	.....	.....	.....	.....
106 50	.....	409 50	284 00	.....	.....	2	1	.....
335 40	790 95	1,217 27	.....	1,262 36	1,262 36	3	.....	.....
1,184 90	3,058 00	3,080 00	6,000 00	7,500 00	9,405 00	5	1	5,500 00
504 83	846 90	900 00	80 00	1,256 00	1,800 00	4	.....	.....
.....
.....	.....	112 50	257 08	.....	.....	1	1	257 08
141 15	.....	102 10	.....	.....	.....	.....	.....	.....
271 50	374 21	702 04	18 00	.....	.....	1	.....	.....
324 60	469 54	769 00	210 00	1,003 84	1,037 00	4	.....	.....
174 80	.....	877 81	.....	.....	.....	1	.....	.....
.....
167 00	218 00	338 33	487 00	749 00	501 45	1	.....	887 34
201 10	.....	.....	.....	.....	.....	2	2	.....
154 50	.....	335 46	535 00	350 30	335 46	4	1	535 00
4,695 53	6,399 67	10,557 49	9,431 08	14,503 00	14,984 01	42	9	8,713 42

TABULAR STATEMENT OF MACOUPIN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principals of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	Number of white persons under 21.	Number of white persons between 5 and 21.	
7 6.....	5	5	6	2	\$42 50	\$20 00	133	113	631	383	\$1,138 00
8 6.....	10	5	2	3	23 00	22 50	90	10	307	175	1,141 17
9 6.....	7	7	7	..	32 50	..	212	160	372	..	1,200 00
10 6.....	4	5	2	2	39 00	26 25	120	62	381	305	4,181 00
11 6.....	7	8	3	4	35 00	30 00	75	75	372	223	2,350 00
12 6.....	17	8	12	8	35 00	27 50	414	419	826	541	4,372 20
7 7.....	17	7	6	2	30 00	20 00	100	90	406	350	1,636 00
8 7.....	4	7	3	1	32 50	23 00	140	100	430	..	1,930 00
9 7.....	3	9	3	1	35 00	30 00	..	..	..	..	1,594 40
10 7.....	9	7	5	5	50 00	35 00	241	208	929	..	2,410 18
11 7.....	8	9	7	1	33 00	25 00	197	140	306	250	1,955 95
12 7.....	13	..	..	..	32 50	20 00	379	276	738	..	1,261 58
7 8.....	9	8	6	6	39 00	28 00	280	253	901	623	2,790 95
8 8.....	10	..	7	3	..	..	..	..	344	..	1,780 88
9 8.....	3	..	2	4	35 00	19 00	..	..	233	158	1,117 24
10 8.....	8	6	5	2	30 65	27 50	120	76	423	303	1,610 49
11 8.....	8	7	7	1	33 00	20 00	116	105	448	..	2,057 13
12 8.....	20	5	13	7	32 50	27 50	399	255	..	515	1,759 03
7 9.....	6	..	3	5	41 65	25 00	..	..	536	397	1,207 08
8 9.....	4	9	3	3	40 60	25 00	95	76	349	259	1,614 78
9 9.....	6	5	5	4	37 50	22 50	..	..	441	..	2,417 27
10 9.....	5	6	5	2	31 00	21 50	69	82	308	215	1,323 75
11 9.....	6	2	1	5	25 00	27 50	111	124	467	319	2,846 46
12 9.....	8	..	..	..	..	..	..	..	..	..	3,103 10
Total.....	198	6 1/4	114	71	..	..	3,123	3,168	11,249	10,000	48,787 09

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses...	Whole amt. received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$527 40	\$240 00	\$662 00	.....	\$1,800 00	\$1,800 00	3	.....	.....
421 34	.....	582 18	.....	722 18	722 00	5	.....	.....
871 45	500 00	.....	400 00	1,271 45	1,271 45	4	1	.....
439 51	.....	886 80	.....	886 80	886 80	3	.....	.....
438 05	71 80	890 37	.....	.....	.....	4	3	\$1,500 00
675 56	59 71	1,079 76	\$846 40	1,211 87	1,180 38	7	.....	.....
425 40	492 00	700 00	10 00	1,078 00	1,079 00	5	.....	.....
458 66	448 00	619 60	.....	1,451 65	1,388 40	3	1	800 00
868 80	.....	764 33	.....	996 59	619 60	3	.....	.....
876 52	876 33	556 70	1,200 00	3,519 35	3,519 35	7	1	1,050 00
281 24	417 00	1,208 82	400 00	327 00	327 00	4	1	400 00
881 48	1,102 05	1,730 83	332 96	.....	.....	.....	.....	.....
782 60	918 23	.....	100 00	2,109 83	2,061 13	6	.....	.....
413 80	.....	.....	.....	.....	.....	.....	.....	.....
249 45	944 55	.....	300 00	1,077 84	800 00	8	2	400 00
455 75	563 50	1,142 19	219 00	1,155 29	1,142 19	5	3	600 00
436 53	.....	606 96	633 00	629 96	606 96	.....	1	685 00
563 00	433 80	1,059 80	666 20	1,738 00	1,633 26	6	1	505 00
646 75	955 40	1,281 71	1,486 32	2,748 76	2,748 76	4	2	1,400 00
417 32	400 00	768 89	.....	1,950 00	1,950 03	4	.....	.....
466 87	754 87	.....	.....	854 90	.....	5	.....	.....
392 92	182 40	593 13	.....	619 54	619 54	5	2	.....
506 00	120 00	803 00	112 00	187 00	505 00	6	.....	.....
570 39	.....	.....	.....	.....	.....	.....	.....	.....
11,672 06	9,309 67	16,638 91	6,777 88	24,831 03	.....	.....	17	.....

TABULAR STATEMENT OF MADISON

Townships	Schools		Teachers				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21....	Number of white persons between 21 and 25.....	
T S R.	5	7	6	9	\$42 50	\$23 00	143	110	957	615	\$1 390 00
" 4 "	5	4	6	3	32 00	50 00	40	49	48	315	2,722 78
" 5 "	5	6	6	4	27 50	22 50	20	20	188	108	2,730 00
" 6 "	5	12	8	3	30 00	21 50	192	177	597	421	1,048 23
" 3 "	6	10	7	2	40 00	25 00	142	61	667	369	1,049 23
" 4 "	6	4	9	3	42 50	26 00	200	100	606	423	1,247 00
" 5 "	6	4	6	6	34 33	30 00	77	53	378	226	490 74
" 6 "	6	13	6	2	27 50	25 00	2,860	3,234	282	188	930 00
" 3 "	7	7	7	1	40 00	27 50	217	163	700	465	1,700 00
" 4 "	7	13	8	2	37 50	25 00	165	96	282	149	823 50
" 5 "	7	6	7	2	37 00	30 00	96	71	291	164	891 34
" 6 "	7	15	10	3	35 50	25 00	236	132	543	287	883 67
" 3 "	8	5	9	5	61 87	31 20	120	139	1,113	712	1,568 00
" 4 "	8	7	6	4	42 50	25 00	233	200	975	680	2,200 00
" 5 "	8	7	6	3	33 50	25 00	121	87	484	193	1,523 50
" 6 "	8	10	7	5	33 00	22 00	147	113	449	284	2 121 00
" 3 "	9	4	4	1	40 00	...	63	63	400	300	1,418 07
" 4 "	9	4	6	2	50 00	30 00	197	132	299	281	2,730 00
" 5 "	9	7	6	3	43 00	25 00	260	225	1,188	820	2,910 10
" 6 "	9	6	5	1	27 50	25 00	174	157	567	349	1,100 00
" 3 "	10	2	9	2	47 50	32 50	63	46	216	181	18,003 36
" 4 "	10	1	6	1	32 50	.....	17	10	48	27	1,733 59
" 5 "	10	10	2	4	67 71	31 85	390	324	2 220	1,88	4,050 00
" 6 "	10	6	8	7	39 28	27 85	264	168	921	602	3,571 10
Total.	168	7	120	71	.....	.....	6,457	5,991	14,902	10,014	61,153 50

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for purposes of teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt. received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$201 69	\$1,635 00	\$1,274 91	\$240 00	\$1,978 80	\$1,234 91	8	1	\$884 00
461 09	.. .. .	751 32	910 25	685 00	1,897 84	2	2	925 00
216 74	.. .. .	612 76	375 00	525 00	512 76	1	2	675 00
274 70	50 82	636 87	.....	970 94	970 94	4	1	274 03
611 73	701 74	1,014 76	52 25	1,893 86	1,893 86	4	..	.....
667 52	1,034 10	1,091 53	1,090 00	2,221 53	3,911 53	6	..	1,030 00
434 65	931 68	620 19	798 20	2,094 24	1,630 68	7	2	890 00
343 66	700 00	616 02	.....	669 00	669 00	6	..	.....
606 68	978 93	2,095 15	3,409 19	3,623 15	3,789 43	7	1	3,409 19
758 78	775 83	1,008 44	200 00	1,174 82	931 44	4	..	.....
332 57	220 11	820 85	284 75	1,202 23	1,208 70	2	1	284 95
428 07	51 54	259 49	.....	983 47	679 49	4	2	570 00
799 73	9,518 41	2,737 50	623 20	3,793 95	4,414 00	5	2	1,500 00
751 61	1,170 00	2,520 15	600 00	2,831 15	2,830 15	9	..	.....
499 28	.....	951 70	375 00	1,107 81	1,004 94	5	1	400 25
403 92	.....	953 00	550 00	621 95	621 95	4	..	.....
344 17	.. .. .	840 00	382 82	3,511 64	3,377 82	3	3	2,897 85
311 45	.. .. .	495 80	860 00	495 80	495 80	3	3	800 00
872 55	1,830 90	1,681 25	.....	2,848 30	2,803 00	7	1	400 00
492 68	585 00	685 00	1,902 00	602 00	602 00	4	3	1,902 00
184 69	.....	687 83	40 74	1,408 65	793 14	2	..	.....
117 93	.. .. .	91 65	.. .. .	266 60	105 30	1	..	.....
1,797 99	2,114 00	7,564 00	250 00	5,381 00	7,954 00	6	..	.....
671 57	.. .. .	1,519 51	12 50	2,957 17	2,869 72	7	..	.....
12,755 65	6,025 68	31,035 57	11,997 10	44,591 87	45,515 18	102	25	18,402 69

TABULAR STATEMENT OF MARION

Townships.		Schools.		Teachers.				Scholars and Youth				Principal of the township fund.
		Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 6 and 21	
T. 1	R. 1..	9	6	8	8	\$33 00	\$14 00	285	312	1,283	784	\$1,004 00
" 1	" 2..	12	7 $\frac{1}{2}$	10	2	25 00	18 00	.....	.....	623	.....	1,196 92
" 1	" 3..	4	6	3	1	30 00	.....	101	78	379	.....	1,131 18
" 1	" 4..	4	6	2	..	27 50	.....	58	56	215	137	1,000 50
" 2	" 1..	5	7 $\frac{1}{2}$	3	1	23 00	.....	107	58	320	280	844 00
" 2	" 2..	7	6 $\frac{1}{2}$	3	8	23 00	13 00	254	283	751	499	1,820 73
" 2	" 3..	4	6 $\frac{1}{2}$	..	.....	27 50	17 00	137	113	364	90	1,976 50
" 3	" 1..	5	6	8	3	27 50	15 50	113	74	228	154	1,035 61
" 3	" 2..	5	7	8	2	27 00	18 00	157	87	350	80	1,601 66
" 3	" 3..	11	6	3	3	25 00	17 00	150	181	413	103	480 00
" 3	" 4..	10	6	6	4	22 50	15 00	.....	.....	440	314	1,287 50
" 4	" 1..	3	.....	.....	2	25 00	.....	.....	.....	238	168	900 00
" 4	" 2..	5	7 $\frac{1}{2}$	.....	.....	24 37	17 83	52	58	379	127	1,159 02
" 4	" 3..	8	7 $\frac{1}{2}$	6	2	27 50	21 50	71	84	402	125	1,015 00
" 4	" 4..	4	7	4	.....	22 00	20 50	46	34	328	222	1,012 58
" 5	" 4..	4	6	2	2	22 00	18 50	75	77	382	230	800 80
Total.....		100	6 $\frac{1}{2}$	59	33	25 74	17 15	1,609	1,493	7,043	3,413	18,285 20

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$790 10	\$143 25	\$1,175 05	\$379 57	\$1,740 84	\$1,724 81	5	1	\$300 00
582 55	200 00	900 00	.....	970 34	970 00	5	2	.....
479 60	.....	590 74	.....	592 74	592 74	.....	.....	.....
268 90	.....	316 36	.....	310 62	116 36	4	1	.....
342 45	.....	420 00	.....	.....	.....	3	1	1,000 00
690 23	.....	720 10	2,781 00	781 41	721 10	5	3	13 75
440 40	.....	534 80	.....	526 50	529 15	5	.....	.....
324 55	.....	371 75	.....	371 75	371 76	3	.....	.....
430 39	.....	746 56	.....	580 00	580 00	5	.....	.....
416 85	.....	465 00	740 00	.....	.....	5	2	800 00
506 30	.....	528 61	787 40	1,248 70	1,276 61	5	2	762 00
268 10	.....	333 70	.....	333 70	333 70	2	.....	.....
429 10	.....	481 71	.....	544 00	491 36	4	.....	.....
299 00	.....	699 00	600 00	465 00	.....	1	1	.....
379 01	76 75	608 03	47 10	557 00	480 25	4	.....	.....
415 00	.....	520 00	.....	496 00	520 00	4	1	.....
7,155 31	420 00	9,403 33	5,281 07	9,623 76	8,709 26	61	15	2,875 75

TABULAR STATEMENT OF MASON

Townships.	Schools.		Teachers.				Scholars and Youth.				Prin- cipal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.....	No. of white persons between 5 and 21.....	
23 6.....	8	8	3	2	\$29 16	.....	38	36	.....	81	\$2,705 69
23 7.....	.....	.....	.....	.....	.....	.....	.....	.....	74	58	.....
22 6.....	6	.....	5	2	26 75	\$22 00	38	21	167	.....	2,300 00
22 7.....	10	6	8	2	30 00	22 00	140	121	375	325	1,613 87
22 8.....	4	.....	4	.....	33 00	22 00	153	111	301	240	1,643 71
21 5.....	4	4	3	3	27 50	25 00	110	74	207	134	1,156 51
21 6.....	3	6½	2	1	30 00	16 00	42	36	152	94	2,270 00
21 7.....	1	7	.....	.....	37 50	30 00	26	19	125	95	3,000 50
21 8.....	12	6	5	7	31 00	22 00	209	179	834	.....	1,251 49
21 9.....	3	6½	3	3	47 00	20 00	.....	.....	606	.....	1,400 00
20 5.....	4	6	2	3	40 00	23 00	43	26	169	87	1,133 00
20 6.....	6	10	6	2	30 00	19 00	21	16	302	.....	2,319 53
20 7.....	14	6½	8	.....	26 62	.....	141	102	256	112	1,216 58
20 8.....	6	5	4	2	27 27	23 13	104	94	303	281	1,826 64
20 9.....	3	.....	4	4	.....	.....	209	140	398	.....	1,090 13
20 10.....	3	6½	1	1	38 33	18 12	.....	.....	102	74	645 00
19 9.....	2	3	2	1	35 50	17 50	72	72	248	212	750 00
19 10.....	4	6½	4	1	33 00	26 50	122	93	374	287	1,590 50
Total.....	91	6½	67	34	32 67	21 88	1,467	1,177	4,483	2,081	28,312 82

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	Number of new school houses erected during the year	Whole cost of new school houses
\$196 68		\$133 07		\$133 07	\$133 07	2	1	\$400 00
280 80		205 27		560 80		1		
457 45		685 08			618 75	5	1	425 00
417 52	\$144 11	759 00	\$35 00	500 00	615 00	4		
263 85	400 00	819 80			893 24	2		
157 70		894 00				2		
243 10	34 00	210 00		575 00	252 00		1	475 00
444 86	556 95	1,144 80	600 00	1,157 71	1,144 80			
439 05	698 40	953 63	2,798 76	4,093 95	3,824 14	2	1	7,500 00
219 38		310 00		362 38	310 00			
395 00	1,017 57	983 85	492 21	1,644 57	1,475 16	6	1	200 00
380 12		546 34				3		
336 15		486 71	780 00	618 41	411 50	2	1	780 00
513 65		594 93		593 34	594 93	7		
85 09		154 39				1	1	
450 00					650 00			
450 05	113 50	698 12	400 00	1,003 47	1,157 45	3	1	390 00
\$,750 75	2,064 55	8,878 99	5,106 01	11,438 70	11,761 04	42	4	10,170 00

TABULAR STATEMENT OF MASSAC

Townships	Schools		Teachers				Scholars and Youth				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 6 and 21.....	
14 S. 3 E..	3	8	..	..	\$26 50	.....	17	26	218	143	\$302 33
14 " 4 "...	5	7 1/2	..	..	27 50	.....	182	175	501	357	526 00
14 " 5 "...	2	8	1	..	30 00	.....	18	28	264	158	192 25
15 " 3 "...	2	8	1	..	38 83	.....	23	15	120	80	1,758 39
15 " 4 "...	5	8	3	..	27 50	.....	111	75	397	283	1,349 84
15 " 5 "...	8	8	4	..	29 16	.....	102	64	478	310	991 90
15 " 6 "...	5	8	..	..	29 16	\$27 50	53	33	263	161	670 00
16 " 4 "...	1	8	1	2	40 00	10 00	134	114	539	354	1,052 73
16 " 5 "...	3	8	2	1	21 11	.....	66	51	158	117	1,918 54
16 " 6 "...	4	8	2	1	26 25	25 00	48	52	286	153	1,000 00
Total,.....	36	8	19	4	29 00	21 00	756	617	3,223	2,117	9,769 11

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$352 10	\$100 00	\$410 00	.....	\$678 91	\$410 00	1	..	.....
632 38	.....	544 00	\$300 00	989 02	969 02	4	2	\$800 00
221 52	159 66	360 00	231 15	470 38	465 50	2	2	116 00
206 70	.....	232 20	.....	279 66	297 88	1	..	.....
745 05	584 68	1,144 45	305 00	1,717 68	1,581 25	5	2	855 00
680 27	.....	672 75	151 50	1,265 16	1,265 16	4	1	161 51
283 93	478 00	493 00	94 00	761 93	889 00	5	2	300 00
400 19	.....	854 23	402 49	508 16	354 83	1	1	2,520 00
222 52	71 10	580 00	.....	293 67	590 00	..	.....	.....
422 00	... ..	815 00	340 00	766 95	689 60	3	3	621 35
4,136 67	1,393 34	5,108 73	1,824 14	7,709 52	7,441 74	30	13	4,862 85

TABULAR STATEMENT OF MENARD

Townships.	Schools		Teachers.			Scholars and Youth.					Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No. of white persons under 21.	Number of white persons between 21 and 25.	
19 N 4 W...	1	6	1	...	...	...	14	19	39	...	...
17 " 5 "...	...	...	...	...	...	...	...	...	36	21	...
18 " 5 "...	2	5	2	1	\$38 50	\$20 00	84	64	327	225	\$2,081 29
19 " 5 "...	7	7	8	3	35 00	16 00	143	127	459	...	1,760 00
17 " 6 "...	6	5	6	5	85 00	22 50	169	136	420	325	1,400 00
18 " 6 "...	6	5	6	4	48 60	35 00	144	100	607	429	1,773 65
19 " 6 "...	5	7	6	5	84 10	25 00	200	100	368	270	836 40
17 " 7 "...	21	7½	4	4	30 00	20 00	193	157	413	...	1,655 39
18 " 7 "...	15	9	10	5	40 00	28 00	289	230	950	630	1,692 00
19 " 7 "...	6	6	6	1	80 00	25 00	161	123	380	249	886 26
17 " 8 "...	5	7½	5	...	87 08	...	200	213	524	314	716 00
18 " 8 "...	5	7	5	4	35 00	24 00	150	136	173	119	1,303 00
19 " 8 "...	2	3½	1	1	80 00	22 00	22	84	95	55	615 00
Total...	81	6	68	38	.....	.....	1,780	1,439	4,881	2,037	14,717 97

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Whole cost of new school houses.
.....	\$50 00	\$210 00	\$400 00	144 65	\$210 10	1	\$400 00
3381 61	221 19	971 93	25 25	860 02	860 02	2	.....
509 50	1,152 88	1,838 26	1,176 49	2,781 76	2,476 21	7	.....
424 00	504 00	504 00	616 06	666 00	666 00	2	1 100 00
624 15	635 87	2,000 00	1,875 00	3,961 00	4,058 00	6	1,850 00
442 85	1,111 13	1,083 53	.....	1,739 26	1,578 54	5	.....
780 34	1,224 70	2,352 75	1,692 55	3,815 20	3,615 20	10	2,677 55
893 70	1,561 20	2,133 90	2,227 35	5,001 25	4,811 25	1	.....
513 01	350 00	797 00	700 00	1,627 00	1,497 00	2	1,000 00
429 35	790 00	1,219 30	668 00	1,962 35	1,962 35	5	668 00
482 14	853 92	990 26	634 40	.....	.....	5	600 00
178 67	77 45	219 00	.....	282 12	271 45	.....	.....
5,639 38	8,536 34	14,320 09	10,013 10	22,840 61	21,704 12	40	8,298 55

TABULAR STATEMENT OF MERCER

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	No. of white persons under 21.	No. of white persons between 6 and 21.....	
N. Henderson	6	8½	6	3	\$27 30	\$20 00	150	80	590	450	\$958 00
North Pope..	4	7½	4	4	31 00	15 00	84	67	338	228	601 24
Richland Gr'e	9	6½	6	9	30 00	20 00	121	180	624	549	788 00
Buez	4	6	5	1	35 00	25 00	120	104	300	232	646 83
Green	5	6	6	4	33 75	15 92	134	123	404	281	591 44
Preemption..	5	6	4	4	24 00	17 00	180	120	428	302	835 00
Ohio Grove..	14	6	10	4	33 33	16 00	170	160	554	402	1,666 66
Meicer	4	6½	5	6	32 00	18 00	131	167	447	400	2,200 00
Perryton....	3	7½	2	3	35 00	17 00	102	92	413	266	1,292 00
Abington....	3	8½	6	2	33 25	22 50	239	199	399	258	1,658 27
Millersburg..	6	6	4	2	28 50	13 00	220	230	549	499	1,625 00
Duncan	4	6	4	2	25 00	16 00	87	58	264	199	935 11
Keithsburg..	2	6	3	6	52 50	28 00	205	179	606	471	2,347 50
New Boston..	6	6	5	2	55 00	25 00	195	149	700	574	1,716 33
Eliza	6	6½	6	1	35 00	15 00	200	180	450	370	1,419 00
Total,.....	87	6½	75	53	31 00	19 00	2,318	2,062	7,016	5,432	19,173 38

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses
\$403 45	\$1,070 05	\$1,021 00	\$450 00	\$1,481 50	\$1 481 50	6	1	\$450 00
353 55	418 50	695 25	249 00	1,400 14	1,050 47	4	1	325 00
489 59	.....	760 25	917 60	567 89	1,889 91	6	1	500 00
371 90	352 75	763 43	295 89	786 83	1,059 32	4	1	550 00
265 99	195 34	741 49	1,509 89	620 47	741 49	5	1	390 00
433 45	230 00	656 00	75 00	963 00	800 00	5	.....	.....
482 00	.....	1,232 89	609 00	1,232 89	1,832 89	9	2	650 00
367 46	500 00	405 00	1,250 00	2,017 00	1,750 00	4	1	1,280 00
397 18	314 55	807 83	140 00	987 41	967 00	4	.....	.....
378 91	218 20	902 14	410 95	1,994 27	1,829 69	4	.....	.....
630 35	600 00	1,228 00	1,628 00	2,851 00	2,851 00	5	1	1,628 00
347 30	278 76	672 00	418 00	1,183 83	1,817 42	4	2	.....
568 17	331 10	1,186 50	.....	1,223 68	1,223 58	2	.....	.....
682 11	219 00	901 11	2,019 39	3,673 11	3,673 11	6	1	3,600 00
485 23	673 61	1,617 95	1,499 15	2,797 95	2,797 95	6	.....	.....
6,668 64	5,379 68	12,984 65	11,443 11	23,781 17	25,665 32	74	12	9,223 00

TABULAR STATEMENT OF MONROE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars....	Number of female scholars.....	No. of white persons under 21 ..	No. of white persons between 21 and 25.....	
1 S. 10 W.	4	10	4	3	\$ 22 50	\$ 27 50	12	50	912	524	\$1,900 00
2 " 10 "	2	8	0	3	37 50	25 00	265	219	1,423	1,258	1,300 00
3 " 10 "	0	0	0	..	..	..	169	103	715	524	2,697 87
4 " 10 "	4	0	3	..	30 00	..	70	60	367	153	537 27
5 " 10 "	4	..	4	2	28 50	22 50	24	25	54	50	242 30
1 " 11 "	1	0	..	1	..	35 00	23	11	83	65	100 00
2 " 11 "	5	..	5	3	26 91	24 27	126	79	289	189	4,869 50
3 " 11 "	3	0 1/2	3	..	56 25	..	32	21	361	221	1,286 12
4 " 11 "	..	..	..	..	..	..	..	..	138	..	..
2 " 9 "	2	7 1/2	2	..	31 00	..	49	34	407	270	2,332 43
2 " 9 "	0	0 1/2	0	..	32 50	..	159	83	607	181	1,800 00
4 " 9 "	5	..	4	1	35 00	25 00	75	25	437	200	518 00
6 " 9 "	4	..	3	1	30 00	..	..	..	127	124	600 00
3 " 8 "	1	0	4	..	32 50	..	97	80	511	538	2,869 00
1 N. 10 "	..	..	..	..	..	..	..	..	..	..	..
1 S. 9 "	..	..	..	..	..	..	..	..	..	..	..
2 " 7 "	..	..	..	..	..	..	..	..	..	..	..
Total	..	63	70	11	21 00	22 00	1,257	823	6,180	1,463	21,138 76

* No report.

COUNTY, for the year ending October, 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Am't paid for building, repairing and renting school houses....	Whole am't received for school purposes.....	Whole am't expended for school purposes.....	Number of school houses.....	Whole cost of new school houses Number of new school houses erected during the year
\$823 60	.....	\$380 75	.....	\$1,073 60	\$894 00	6	1
1,045 87	31,580 23	1,886 00	\$131 00	2,685 00	2,340 00	9	.....
666 55	313 36	1,310 70	590 55	1,257 56	1,760 03	6	8929 60
440 00	528 14	437 29	225 00	1,031 01	085 59	8	.....
158 50	188 00	112 00	.....	507 25	119 00	.....	.....
88 55	.....	190 00	.....	91 65	190 00	1	.....
396 20	.....	552 60	3 40	1,005 54	342 17	3	.....
414 10	511 33	1,049 16	.....	939 72	2,007 34	3	.....
187 81	.....	.....	.....	.....	.....	.....	.....
241 74	402 22	543 25	209 53	858 96	819 68	3	1 2 30
515 00	857 22	1,170 00	313 00	1,582 00	1,496 00	6	1 300 00
472 50	.....	.....	.....	701 00	.....	3	1
93 44	.....	96 55	.....	.....	.....	.....	.....
552 96	181 20	893 45	227 00	1,021 00	1,152 00	5	1 227 00
.....
.....
6,166 62	4,001 72	8,823 75	1,499 37	12,753 25	11,814 73	48	5 1,458 90

TABULAR STATEMENT OF MONTGOMERY

Townships.	Schools.	Teachers.				Scholars and Youth.				Principal of the township fund.	
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No. of white persons under 21.		No. of white persons between 21 and 25.
7, 2 W...	6	7	4	3	\$27 50	\$22 50	130	151	487	282	\$856 00
7, 3 "	6	6	4	2	28 00	17 00	213	240	514	455	680 00
7, 4 "	6	6	4	5	33 00	20 00	124	137	323	240	757 94
7, 5 "	4	0	6	2	34 00	22 50	231	173	423	299	697 67
8, 2 "	4	6	7	1	27 50	16 00	95	118	211	211	1,015 00
8, 3 "	5	5	5	5	22 50	18 50	80	82	241	162	932 25
8, 4 "	6	6	10	6			201	356	886	573	2,600 00
8, 5 "	3	7	2	2	30 50	24 00	110	137	460	333	842 00
9, 1 "	1	12	2	1	24 00	20 00	27	9	116	67	706 23
9, 2 "	3	4	1	2	30 00	22 50	27	17	168	93	833 20
9, 3 "	4	6	3	2	29 35	19 35	80	86	381	233	1,364 00
9, 4 "	5	5	4	2	30 00	20 00	99	90	328	113	1,599 65
9, 5 "	7	8	5	3	34 00	23 00	303	753	491	815 00	
10, 1 "	2	6	4	3	25 00	13 00	99	115	203	154	1,331 31
10, 2 "	2	7	4	1	27 60	21 80	33	27	138	95	1,920 97
10, 3 "	3	6	2	1	29 50	20 00	88	87	175	145	924 00
10, 4 "	2	9	3	1	28 50	22 00	76	44	244	186	2,294 00
10, 5 "	4	6	6	1	34 00	22 50	181	151	403	212	1,053 01
11, 4 "									30	20	
11, 5 "	3	6	2	1	30 00	17 50	70	75	235	143	2,400 00
12, 4 "											
12, 5 "									115	65	
Total,.....	80	7	86	43	35 00	20 00	2,320	2,252	6,733	4,599	22,821 31

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer,	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses
\$301, 21	.....	\$532 00	.....	\$532 00	\$532 00	8	1	\$150 00
457 28	\$160 00	910 00	\$800 00	760 00	910 00	8	2	600 00
322 21	157 40	350 05	.....	517 50	510 30	3	.....	.....
391 30	288 08	425 68	510 00	725 66	711 15	4	1	510 00
423 50	.....	.....	.....	909 50	909 50	4	4	.....
333 20	.....	.....	.....	282 59	605 99	6	2	650 00
774 15	308 89	1,845 81	.....	1,260 39	1,241 85	6	.....	.....
451 00	.....	500 00	490 00	1,676 00	1,492 00	6	3	1,500 00
142 25	.....	71 30	.....	210 00	71 80	1	1	.....
228 10	.....	149 32	159 00	245 32	245 32	2	1	109 00
446 50	543 11	823 24	.....	1,814 50	640 46	4	.....	.....
427 00	.....	700 00	1,030 00	690 00	690 00	6	1	.....
471 90	1,184 70	584 46	.....	1,739 60	584 46	4	.....	.....
268 60	.....	302 87	.....	.....	.....	3	.....	.....
205 30	104 93	380 93	249 00	405 58	395 58	2	.....	.....
242 70	869 70	480 00	250 00	869 70	730 00	3	1	.....
295 70	.....	503 33	.....	525 10	503 35	2	1	700 00
460 85	91 88	676 22	8 00	784 85	718 16	4	.....	.....
.....	.....	.....	.....	.....	460 00	3	2	.....
398 33	.....	.....	.....	.....	.....	.....	.....	.....
131 62	.....	.....	.....	131 62	.....	.....	.....	.....
7,976 50	3,628 09	8,767 83	3,291 00	13,899 91	11,466 22	75	20	4,218 00

TABULAR STATEMENT OF MORGAN

Townships.	Schools.		Teachers.			Scholars and Youth.					Principal of the township fund.
	Whole number of schools.	Average No. of months taught.	Number of male teachers.	Number of female teachers.	Average salary of male per month.	Average salary of female per month.	Number of males scholars.	Number of females scholars.	Number of white persons under 21.	Number of white persons between 21 and 24.	
18 N. R. 8 W.	10	7	9	4	\$40 00	\$27 00	217	281	1,050	847	\$4,650 00
18 " " 9 "	8	...	4	4	36 50	24 00	234	179	675	584	850 50
18 " " 10 "	5	8	5	10	52 50	21 00	111	79	482	155	880 00
18 " " 11 "	5	9	1	3	45 00	22 50	110	226	528	400	1,757 02
14 " " 8 "	10	8	4	6	51 00	22 50	156	70	853	245	1,229 15
14 " " 9 "	8	...	...	...	32 50	27 20	...	...	640	...	4,283 42
14 " " 10 "	5	6	...	...	35 00	21 50	170	125	457	305	2,761 00
14 " " 11 "	4	9	7	1	85 00	21 00	100	80	516	235	2,385 78
15 " " 8 "	...	...	...	...	...	...	...	...	...	...	...
15 " " 9 "	8	10	8	...	44 38	...	203	160	798	260	6,445 63
15 " " 10 "	8	9	8	14	58 75	25 00	637	479	2,921	2,050	9,016 08
15 " " 11 "	6	9	5	3	38 00	25 00	152	125	524	402	3,247 51
15 " " 12 "	3	10	3	...	...	...	...	...	...	...	2,700 00
16 " " 8 "	7	...	3	4	50 63	27 50	55	45	147	108	4,583 99
16 " " 9 "	6	7	5	5	40 00	26 66	140	113	511	348	1,607 77
16 " " 10 "	4	6	12	2	40 00	20 00	272	192	563	...	3,044 00
16 " " 11 "	6	4	5	6	40 00	25 00	125	150	552	...	2,102 36
16 " " 12 "	5	9	8	4	42 50	27 50	181	184	403	252	1,879 69
16 " " 13 "	2	9	1	1	41 11	20 00	88	61	338	...	2,832 38
Total	110	8	60	67	...	...	2,804	2,502	10,218	5,986	54,746 23

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount received by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building &c, repairs &c, and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses engaged during the year.....	Whole cost of new school houses.....
5011 00	31,400 00	32,250 00	2080 00	31,690 00	33,350 00	9	..	..
503 00	1 073 00	1,743 50	963 00	2,81 17	2,210 17	4	3	31,400 00
519 72	501 00	1,171 00	.....	1,211 00	1,211 00	3	..	..
524 44	.....	.....	.....	.....	.....	3	1	375 00
4 9 06	088 14	811 04	911 55	1,700 80	1,700 80	5	..	..
6 8 67	620 00	550 00	578 86	1,592 98	1,592 98	3	2	..
520 40	1,065 55	1,062 14	900 03	2,462 14	2,462 14	5	1	800 00
440 02	418 58	653 77	78 12	1,110 92	981 92	4	..	..
.....
505 02	316 41	1,818 95	1,680 13	.....	321 23	4	1	895 00
1,954 59	5 214 80	7,959 02	2,000 00	11,334 52	1,134 52	3	..	..
595 17	069 40	1,786 72	625 82	1,837 51	.....	6	..	..
225 00	.....	.....	.....	.....	452 78	3	..	..
275 56	.....	8 8 73	.....	.....	.....	4	3	..
510 12	945 04	1,487 22	1,015 35	2,677 44	2,677 44	7	3	1,051 96
458 87	582 65	1,071 46	.....	1,591 44	1,213 06	4	..	..
692 99	1,030 63	.....	1,250 00	.....	.....	6	..	..
500 82	984 94	1,350 90	803 70	2,629 50	2,502 50	5	2	808 70
474 82	357 55	720 49	.....	1,145 82	935 49	2	..	..
10,457 14	16,768 42	25,766 73	11,477 08	38 384 44	32,989 03	94	16	5,325 65

TABULAR STATEMENT OF PEORIA

Townships.	Schools.		Teachers.			Scholars and Youth.					Principal of the township fund.
	Whole number of schools.....	Average No of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars ..	Number of white persons under 21	Number of white persons between 21 and 21	
Akron	9	7½	1	8	236 50	80 51	75	87	439	285	\$1,500 00
Brimfield ..	9	8½	13	12	24 50	23 75	261	225	766	546	1,714 66
Chillicothe..	4	6	3	6	46 06	26 00	116	139	292	215	2,326 10
Elmwood..	10	6½	10	8	33 00	19 04	551	265	888	522	2,218 84
Hollock....	6	8	5	6	30 00	12 00	72	97	496	821	1,160 00
Hollis.....	6	9	5	6	31 00	12 00	91	87	586	274	2,242 00
Jubilee....	5	6½	3	7	25 00	19 75	95	50	365	287	1,184 84
Kickapoo ..	7	7½	8	5	35 00	18 00	220	210	547	354	2,250 00
Lagado....	8	8	12	6	22 50	20 50	309	240	726	526	2,900 00
Limestone.	6	7	8	2	40 00	18 00	207	269	769	485	1,882 01
Medina....	6	6	6	4	27 50	13 33	96	85	363	250	1,335 29
Millbrook ..	6	9	7	10	28 50	21 75	200	239	581	377	3,812 25
Peoria.....	19	8	9	22	71 00	55 77	613	487	5,740	3,825	3,462 50
Princeville .	7	7½	6	6	50 83	14 00	134	115	654	416	1,427 92
Rainier....	8	6½	12	7	22 68	13 55	241	165	564	366	1,723 55
Richwoods	6	8	4	6	23 75	21 00	142	139	252	258	4,324 44
Rome Farms	1	6	...	1	...	16 00	25	20	79	50	100 00
Rosefield..	7	6½	8	8	29 33	18 25	225	190	685	425	1,847 40
Timber....	7	6½	3	4	35 00	12 00	139	118	746	463	2,554 93
Trivoli.....	11	7½	11	12	29 30	16 10	334	268	857	656	3,207 43
Total	147	7½	131	143	31 70	17 97	3,068	3,351	18,867	10,921	42,591 50

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses erected during the year.....	Whole cost of new school houses.
\$575 07	\$203 27	8750 71	.....	1,637 71	\$1,637 71	8	\$1,497 00
795 04	.....	1,904 00	\$525 00	4,350 00	4,350 00	8	500 00
478 53	277 82	976 32	2,500 00	3,476 32	3,476 32	2	.....
838 57	339 61	1,325 00	500 00	1,982 40	2,568 84	9	500 00
641 76	186 60	863 10	700 00	1,769 40	1,569 40	6	700 00
403 43	390 29	1,166 00	.....	1,617 92	1,166 00	5	.....
407 29	422 99	679 04	181 47	1,439 29	1,077 91	5	.....
665 83	530 00	1,297 00	400 00	1,400 00	1,400 00	1	.....
779 93	701 08	1,481 08	1,500 00	2,981 08	2,981 08	8	1,100 00
650 73	1,415 29	1,421 76	307 68	2,061 12	2,004 49	4	.....
436 73	900 29	601 45	770 10	1,592 78	1,371 53	4	620 00
601 64	1,507 27	1,639 00	.....	2,290 13	2,429 98	5	.....
3,550 10	9,818 00	12,277 00	9,648 00	36,615 00	36,615 00	7	1,000 00
702 49	1,231 24	1,186 08	324 00	1,977 64	2,179 11	7	324 00
654 64	262 00	1,083 75	777 00	1,866 75	1,756 75	9	.....
518 03	.....	1,052 01	426 00	1,378 47	1,478 05	5	.....
60 20	1,040 00	110 00	1,000 00	1,665 20	1,165 00	.....	1,000 00
684 62	680 73	1,514 68	.....	4,514 64	1,514 68	.....	.....
578 82	117 30	712 37	690 23	1,474 65	1,474 65	7	690 23
888 94	556 05	2,031 81	1,521 50	5,383 36	5,808 21	10	625 00
14,959 51	20,489 23	34,098 97	21,770 93	76,913 90	77,430 62	127	8,856 23

TABULAR STATEMENT OF PERRY

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools	Average No. of months taught.	Number of male teachers	Number of female teachers	Average salaries of males per month	Average salaries of females per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 21 and 25	
4 B. 1 W.	3	5 $\frac{1}{2}$	1	3	\$32 00	\$27 50	128	86	484	279	\$1,231 41
5 " 1 "	3	5	6	1	28 00	23 00	75	75	568	426	900 00
6 " 1 "	16	5	8	11	28 00	22 00	244	250	813	700	850 00
4 " 2 "	2	6	2	1	25 00	25 00	50	38	179	142	1,096 25
5 " 2 "	4	6	4	....	25 00	....	154	155	415	315	950 74
6 " 2 "	3	6 $\frac{1}{2}$	2	....	26 00	18 00	160	108	287	280	1,155 00
4 " 3 "	2	6	2	....	25 00	....	33	27	171	146	919 00
5 " 3 "	5	7	4	1	43 00	15 00	125	100	665	525	779 97
6 " 3 "	6	8	4	2	26 00	11 80	79	50	315	225	1,080 78
4 " 4 "	9	7 $\frac{1}{2}$	8	1	25 75	16 66	111	172	340	300	1,656 58
5 " 4 "	6	7	6	2	22 50	17 50	82	74	220	178	2,424 84
6 " 4 "	4	5	3	2	27 60	22 15	97	88	333	300	547 73
Total	71	7	50	24	27 00	20 00	1,412	1,312	4,630	3,766	8,693 35

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses..	Whole amt. received for school purposes	Whole amt. expended for school purposes	Number of school houses	No. of new school houses erected during the year	Whole cost of new school houses.
\$648 75	.....	\$648 75	\$132 00	692 75	\$692 75	1	1	\$236 00
598 15	\$741 40	1,000 00	.....	1,400 00	1,400 00	2	2	800 00
603 00	556 00	1,151 00	.....	1,151 00	1,151 00	7	1	147 19
275 70	106 00	347 00	.....	381 70	389 54	2	.....	.....
533 10	50 00	503 58	.....	600 61	600 61	4	.....	.....
307 25	.....	458 25	147 19	541 75	541 75	5	1	150 00
279 65	.....	160 35	340 00	371 00	371 00	1	.....	.....
524 00	135 00	747 00	92 00	621 25	609 51	4	.....	.....
408 85	832 38	624 49	328 00	919 32	729 92	4	1	85 00
458 60	200 00	746 15	523 62	1,105 21	1,028 74	4	.....	.....
510 25	213 00	832 55	.....	1,638 07	1,638 07	6	1	582 00
448 65	.....	639 50	.....	839 80	775 76	4	.....	.....
5,599 95	2,313 00	7,868 62	1,582 81	10,262 46	9,409 67	44	7	2,280 00.

TABULAR STATEMENT OF PIATT

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21 and 25.....	
16 N. 4 E....	1	5½	2	2	\$35 50	\$16 50	72	47	36	22	.....
17 " 4 "....	4	5	2	2	35 50	16 50	72	47	170	111	.....
18 " 4 "....	2	.....	2	.....	30 00	.....	27	18	140	106	.....
19 " 4 "....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 " 5 "....	.....	6	.....	.....	.....	16 50	.....	.....	.....	.....	.....
17 " 5 "....	4	3½	1	3	35 00	21 50	22	58	181	116	\$3,517 00
18 " 5 "....	8	6½	6	4	37 50	27 50	.....	101	374	561	1,672 66
19 " 5 "....	6	.....	6	.....	32 75	.....	125	114	248	180	836 49
20 " 5 "....	.....	6	.....	.....	.....	.....	.....	.....	28	20	3,598 00
21 " 5 "....	2	6	2	.....	20 00	.....	18	4	29	17	.....
16 " 6 "....	4	6	4	.....	31 00	.....	150	106	202	170	1,637 71
17 " 6 "....	1	7½	2	.....	38 50	26 00	26	34	117	80	5,681 13
18 " 6 "....	6	6½	5	1	48 00	27 50	151	139	388	284	602 50
19 " 6 "....	5	6½	5	1	29 18	22 66	131	128	480	332	1,200 00
20 " 6 "....	6	6	2	2	31 50	.....	116	103	227	201	1,577 10
21 " 6 "....	1	.....	1	.....	26 66	.....	28	20	119	80	5,358 49
Total.....	49	6	38	13	.....	.....	991	870	2,737	1,980	25,661 07

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$200 90	\$480 40	\$500 00	\$936 13	\$1,019 40	4	1	\$532 46
194 55	139 00	.....	194 55	139 00	2	.....	.....
22 93
175 10	231 35	442 73	444 80	694 10	3	1	442 73
379 63	463 03	.....	466 05	463 03	5	.....	.....
320 83	650 87	74 75	458 90	726 62	4	.....	.....
85 03	530 03	.....	.....	.....	.....
51 93	48 91	.....	51 95	48 91	1	.....	.....
261 45	449 50	.....	331 22	449 50	4	.....	.....
137 50	577 10	.....	379 90	577 10	2	.....	.....
399 20	\$237 40	473 46	3,125 (4)	4,207 26	4,298 93	4	1	3,100 00
527 60	100 00	.....	100 00	837 00	.....	5	.....	.....
274 75	368 66	.....	296 25	370 01	3	.....	.....
151 40	163 05	.....	718 83	191 05	.....	.....	.....
3,162 35	337 60	4,076 93	4,242 60	9,962 96	8,972 25	34	3	4,057 10

TABULAR STATEMENT OF PIKE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools	Average No. of months taught . .	Number of male teachers	Number of female teachers	Average salaries of males per month	Average salaries of females per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 5 and 21	
Pearl Prairie	4	8½	4	...	\$31 40	..	100	127	.....	.....	\$2,198 71
Kenderhook	10	7½	5	5	30 00	\$20 00	265	300	.....	.....	1,692 58
Washington	14	7½	15	15	34 00	14 00	250	365	.....	.....	3,753 51
Berry	14	6	7	11	30 00	18 00	368	357	.....	.....	2,192 20
Pleasant Hill	5	9	4	1	39 23	22 00	180	200	.....	.....	1,589 90
Fairmont	10	5	5	5	35 00	18 15	104	102	.....	.....	2,130 12
Newberg	14	8½	13	10	26 28	13 00	320	267	.....	.....	1,743 22
Atlas	10	4	5	5	37 60	20 00	302	241	.....	.....	1,148 74
Join's Atlas . . . . .	...	...	...	...	...	...	...	...	.....	.....	805 24
Chambersburg	5	6	2	1	33 35	25 00	249	201	.....	.....	2,694 65
Martinsburg	21	6	14	8	37 50	17 50	732	342	.....	.....	2,063 11
Milton	9	8½	11	1	37 50	8 00	242	180	.....	.....	4,004 42
Spring Creek	3	6½	2	...	30 00	...	202	198	.....	.....	754 75
Detroit	13	6½	11	3	27 50	17 50	722	201	.....	.....	4,750 18
New Canton	6	8½	7	6	31 50	18 50	129	156	.....	.....	7,026 39
Griggsville	15	6½	11	10	35 40	21 17	342	559	.....	.....	4,221 75
Flint	1	7	2	1	35 00	20 00	25	35	.....	.....	800 00
Hardin	6	5	6	...	35 00	..	321	231	.....	.....	2,904 94
Pittsfield	11	7½	6	7	32 52	21 50	320	268	.....	.....	1,198 77
Hudley	23	5	10	18	27 00	16 50	310	303	.....	.....	4,466 52
New Salem	■	6	13	5	24 00	19 00	32	237	.....	.....	1,433 44
Perry	13	6½	6	20	40 00	23 35	307	524	.....	.....	1,587 80
Douglasville	2	5½	2	..	31 00	...	51	32	.....	.....	1,019 82
Total	231	6½	161	129	33 08	18 61	5,072	5,462	14,442	9,728	56,183 78

COUNTY for the year ending October 1, 1858.

School funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses ..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$344 10		\$582 50	\$12 00	\$451 14	\$529 10	3		
611 25	\$232 47	756 45	724 82	780 45	908 78	8		
678 63	254 19	1,208 35	53 00	1,208 35	1,208 35	7		
1,012 13	690 94	1,695 01	803 21	1,922 81	1,986 76	10	1	\$701 94
692 19	288 52	1,187 71	29 20	1,187 71	1,187 71	4		
564 53	300 00	850 00	300 00	1,325 53	1,325 53	6		
760 63	1,112 69	1,812 24		1,812 24	1,812 24	6		
623 09	243 44	970 33		970 33	970 00	6		
185 22					39 30		1	600 00
450 30		627 56	1,440 97	1,041 90	2,098 63	5	1	2,600 00
942 33	1,611 10	1,722 39		4,873 92	4,375 92	8		
673 70	618 07	1,594 21	483 61	2,077 82	2,077 82	7		267 19
429 68	258 00	787 32	35 52	823 04	823 04	3	1	175 00
513 65	887 85	1,296 47	400 00	1,371 13	1,200 00	3	1	400 00
539 00			75 00	959 60	959 60	5		
1,066 78	3,174 56	2,553 00	10,300 00	1,850 60	1,850 60	10		
204 78		198 23			211 00	1		
691 76		830 00	100 00	830 00	830 00			
907 91	2,054 50	2,462 00	1,050 00	3,084 07	3,617 00	8	2	1,500 00
635 94		982 40		1,026 07	1,02 07	11		
704 04	2,151 82	1,665 75		2,855 80	2,721 00	9		
927 17	1,101 92	2,611 88	1,000 00	2,185 97	2,185 00	7	1	800 00
207 68		180 00		290 93	211 12	2		
14,284 41	14,978 07	26,435 81	17,007 33	31,382 87	34,095 88	134	5	7,044 13

TABULAR STATEMENT OF POPE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught...	Number of male teachers	Number of female teachers.....	Average salaries of males per month	Average salaries of females per month	Number of male scholars.....	Number of female scholars	No. of white persons under 21...	Number of white persons between 21 and 25	
No. 11 R. 5 E	3	3	3	...	\$20 00	.....	83	11	222	.....	\$422 00
" 11 " 6 "	3	3	3	...	20 00	.....	133	100	288	250	555 00
" 11 " 7 "	3	3	4	...	27 50	.....	110	100	350	191	775 00
" 12 " 5 "	3	3	3	...	26 66	.....	60	40	306	240	881 00
" 12 " 6 "	3	3	3	...	25 00	.....	250	95	430	310	930 00
" 12 " 7 "	3	3	3	...	26 00	.....	66	45	240	120	660 00
" 13 " 5 "	3	3	4	...	25 00	.....	111	94	592	276	1,132 63
" 13 " 6 "	3	3	...	...	27 43	\$25 00	111	123	656	459	1,267 02
" 13 " 7 "	3	3	2	1	36 00	31 00	66	55	250	200	383 47
" 14 " 5 "	2	3	3	...	30 00	.....	30	33	273	111	384 56
" 14 " 6 "	3	3	3	...	28 00	.....	...	...	463	.....	1,063 28
" 15 " 6 "	3	3	4	1	30 00	30 00	220	71	280	.....	670 00
" 15 " 7 "	2	3	...	...	30 00	.....	72	57	172	139	1,039 97
" 16 " 7 "	3	3	3	1	36 00	.....	76	60	254	178	2,900 00
Total.....	56	51	31	3	.....	.....	1,486	954	4,783	2,451	13,065 98

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$324 80	.....	\$90 00	.....	\$368 00	\$90 00	3	1	.....
308 00	\$387 62	835 00	\$208 00	750 76	573 25	3	3	\$307 00
257 37	214 83	425 00	96 56	781 51	665 92	4	4	.....
384 65	.....	466 25	23 15	472 25	466 25	.....	.....	22 15
461 37	.....	780 00	154 00	.....	934 00	6	1	154 00
263 00	140 00	870 00	20 00	539 00	770 00	2	.....	.....
532 00	.....	.....	.....	539 00	574 00	4	.....	.....
564 72	.....	764 40	133 77	579 72	888 17	6	3	350 00
218 78	1,873 49	627 92	.....	1,643 52	807 02	1	.....	.....
180 60	.....	180 00	.....	179 88	260 00	1	.....	.....
462 90	.....	467 15	168 03	467 00	460 00	5	.....	.....
233 58	.....	495 00	.....	576 58	495 00	5	2	300 00
149 97	.....	270 00	100 00	165 02	270 00	1	1	.....
273 00	.....	647 00	25 00	596 00	647 00	2	.....	.....
4,684 80	2,115 58	5,917 72	728 51	7,878 24	7,704 51	48	15	1,144 15

TABULAR STATEMENT OF PULASKI

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers...	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 5 and 21.....	
T. 14 1 W...	3	7½	3	...	\$31 56	...	45	42	197	165	\$1,138 64
" 15 1 "...	4	7½	3	2	30 00	\$35 00	46	50	288	220	1,207 83
" 16 1 "...	4	9½	3	1	34 53	30 00	67	49	275	212	3,647 50
" 14 1 E...	2	6½	4	...	40 00	...	43	■	192	151	893 00
" 15 1 "...	3	8	2	1	40 00	30 00	220	221	342	229	1,812 00
" 16 1 "...	1	6	1	1	40 00	30 00	11	16	95	157	2,093 40
" 14 2 "...	4	7½	3	...	48 35	...	74	40	207	157	734 00
" 15 2 "...	2	6½	...	...	41 67	...	3	■	49	26	869 81
Total...	23	7½	26	6	38 00	31 00	509	453	1,707	1,255	11,698 84

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$292 44	\$377 01	\$702 96	\$125 67	\$744 83	\$948 22	..	2	.....
870 62	463 88	1,423 62	169 85	1,201 56	1,705 95	2	..	.....
293 36	1,464 90	1,188 38	654 30	2,077 55	1,965 34	4	1	\$1,081 00
812 15	506 74	780 00	.....	884 89	863 00	2	..	.....
474 22	856 74	683 32	672 50	1,470 86	1,296 92	4	2	.....
112 48	159 13	210 00	.....	501 44	296 35	1	..	.....
287 71	707 22	689 28	250 52	1,009 18	681 20	2	1	290 50
63 48	.....	80 95	100 00	171 83	58 86	....	1	.....
2,199 11	4,585 71	5,508 51	1,972 84	8,261 62	8,009 84	18	7	1,331 50

TABULAR STATEMENT OF PUTNAM

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools	Average No. of months taught..	Number of male teachers.	Number of female teachers. . . .	Average salaries of males per month	Average salaries of females per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 5 and 21	
32 N. 2 W.	7	8	9	4	\$34 00	\$23 00	227	181	■	393	\$1,131 00
32 " 1 "	9	7	5	13	31 00	24 00	239	257	757	595	4,880 00
31 " 2 "	12	8	2	2	30 00	20 00	■	54	146	94	1,229 00
33 " 1 "	1	9	1	1	35 00	19 00	34	33	166	85	1,480 00
14 " 10 E.	2	7	1	1	27 50	14 00	25	■	97	63	727 00
31 " 1 W.	9	8	9	12	35 50	23 00	202	214	960	548	9,190 00
33 " 2 "	1	8	2	2	30 00	20 00	19	21	97	54	675 00
14 " 9 E.	3	6	3	3	30 00	.....	19	21	97	54	1,580 00
Total	34	7½	32	39	32 50	19 00	806	804	3,953	1,888	20,892 00

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt ^t received for school purposes.....	Whole amt ^t expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$734 68	\$600 00	\$1,193 00	\$1,431 00	\$3,363 00	\$3,766 00	3	1	\$6,500 00
715 49	781 00	1,488 15	450 00	2,280 12	2,075 00	3	1	350 00
177 00	66 00	300 00	.....	300 00	300 00	3	.....	.....
113 60	720 33	280 00	696 98	966 66	1,040 52	1	1	725 60
319 57	.....	124 00	.....	140 00	129 00	2	.....	.....
1,000 00	50 00	2,000 00	.....	2,000 00	2,000 00	3	.....	.....
72 00	30 00	150 00	.....	150 00	150 00	1	.....	.....
91 00	.....	249 00	.....	249 00	249 00	3	.....	.....
\$,023 84	2,237 33	5,784 15	1,277 98	9,447 78	9,709 52	33	3	7,586 60

TABULAR STATEMENT OF RICHLAND

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
9 N. R. 8 E.	1	6	1	..	\$24 00	.....	8	7	20	15	.....
2 " " 9 "	4	7 $\frac{1}{2}$	4	2	22 50	\$16 00	78	78	168	138	\$700 00
2 " " 10 "	11	..	7	2	22 50	15 00	118	107	476	310	877 14
2 " " 14 W	2	6	4	4	26 50	9 66	60	48	812	230	752 90
3 " " 8 E.	4	..	4	..	..	..	..	..	92	.....	8,496 12
2 " " 9 "	6	6	6	2	23 00	16 00	112	111	327	231	962 64
2 " " 10 "	13	..	13	5	22 50	12 50	215	185	712	427	1,150 00
2 " " 11 "	3	6	6	3	20 00	18 00	43	38	102	63	663 50
2 " " 14 W	9	..	9	6	21 87	14 70	136	149	514	.....	1,122 00
4 " " 9 E.	9	6	5	2	25 00	14 00	212	300	427	226	1,456 56
4 " " 10 "	22	6 $\frac{1}{2}$	10	3	21 83	12 90	170	156	718	496	681 86
4 " " 11 "	2	3 $\frac{1}{2}$	1	1	.....	15 50	14	8	73	59	186 85
4 " " 14 W	9	6	3	10	22 28	15 58	111	129	672	.....	1,200 00
5 " " 9 E.	4	6	3	1	25 00	20 00	85	86	200	154	1,000 00
5 " " 10 "	2	6	2	..	25 00	.....	40	19	108	72	2,213 00
5 " " 11 "	..	..	..	..	.....	.....	..	..	13	.....	.....
5 " " 14 W	3	..	7	6	25 00	12 50	72	68	242	141	1,457 99
Total.....	122	6	89	37	.....	.....	1,475	1,468	5,077	2,582	18,230 54

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.	Whole cost of new school houses.
\$27 25		\$120 00		\$120 00	\$120 00	1		
195 00	\$175 00	670 00	\$80 00	570 00	750 00			
474 45	34 85	658 00	700 00	1,078 50	1,078 50			
347 00	35 20	453 17	45 00	508 17	508 17	4		
268 32		187 76				2		
446 26		446 26	120 00	512 52	566 26	5	2	\$120 00
794 95	200 00		150 00	1,294 95	1,260 00	5	3	900 00
75 53		98 55		102 84	97 24	1		
446 00		440 20	617 85			7	4	
382 00		544 25		454 82	424 91	4		
604 36	943 23	1,247 24	845 45	1,604 79	1,292 69	6	1	300 00
72 00	20 00	40 00	805 00			1	1	365 00
615 26		854 45				7	5	
115 66		127 00	26 45	135 66	135 66	2		
151 80		335 00				2		
19 00								
322 27	17 40	427 09		485 44	468 04	3		
<u>\$,257 30</u>	<u>1,425 68</u>	<u>6,652 97</u>	<u>2,449 25</u>	<u>6,862 39</u>	<u>6,636 47</u>	<u>53</u>	<u>16</u>	<u>1,685 00</u>

TABULAR STATEMENT OF ROCK ISLAND

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
T 16 N. 1 W	10	64	7	3	\$27 75	\$19 33	154	73	400	278	.....
" 17 " 2 "	3	60	4	3	30 00	19 00	208	152	673	485	\$2,274 00
" 18 " 1 "	2	60	2	0	67 50	31 37	830	310	883	582	.....
" 18 " 2 "	3	60	3	0	29 00	17 60	126	74	366	270	543 00
" 17 " 2 "	4	60	3	1	33 00	11 00	206	143	430	247	2,003 00
" 18 " 2 "	10	74	7	14	65 00	26 15	480	461	3,105	2,029	.....
" 18 " 3 "	14	60	6	6	30 00	21 00	173	187	588	503	.....
" 17 " 3 "	3	43	3	...	27 50	...	48	24	111	86	1,878 03
" 16 " 4 "	5	84	5	5	21 66	19 00	187	152	678	.....	.....
" 16 " 5 "	6	7	10	4	21 00	16 00	146	95	641	417	800 00
" 17 " 5 "	...	...	...	...	...	...	...	...	42	30	.....
" 17 " 1 E	1	10	2	...	33 50	...	23	18	159	.....	.....
" 18 " 1 "	20	8	11	5	28 95	20 00	238	193	645	634	6,187 25
" 19 " 1 "	2	7	1	1	50 00	25 00	93	80	332	113	333 50
" 20 " 1 "	1	8	1	...	45 00	...	60	38	200	157	.....
" 18 " 2 "	5	64	5	4	26 25	12 00	176	169	395	297	2,345 00
" 19 " 2 "	5	...	6	4	29 20	10 00	122	83	587	401	1,063 47
" 20 " 2 "	4	...	2	2	32 00	2 75	47	40	263	108	.....
" 18 " 3 "	...	...	...	...	...	...	...	...	37	28	.....
" 19 " 3 "	2	...	2	...	25 39	...	39	45	105	82	.....
Total.....	105	74	86	78	.....	.....	2,850	2,341	10,620	6,709	19,280 56

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$431 85	\$143 00	\$320 98	\$331 00	\$1,101 49	\$1,183 06	4	1	\$693 00
624 23	1,272 55	518 36	.....	.....	.....	6	.....	.....
526 58	2,855 50	3,192 50	1,416 72	6,265 73	5,474 82	2	.....	.....
435 00	987 07	850 00	613 44	2,200 00	1,800 00	6	2	750 00
387 85	.....	387 60	5,904 64	488 75	500 75	4	1	5,904 64
1,847 65	20,000 00	6,400 00	10,000 00	22,247 63	19,500 00	6	3	10,000 00
544 30	30 00	1,120 00	1,300 00	2,773 00	2,500 00	6	1	600 00
123 10	.....	378 50	14 30	437 51	437 72	2	.....	.....
653 40	718 41	896 14	.....	1,804 55	1,873 27	5	.....	.....
530 20	470 75	1,037 22	980 28	2,059 80	2,064 80	7	4	1,467 50
28 75	.....	.....	.....	.....	.....	.....	.....	.....
82 50	.....	.....	454 00	.....	.....	2	.....	.....
736 60	20 99	1,465 00	450 00	1,432 22	1,501 11	7	1	450 00
125 93	720 75	519 95	17 25	949 93	641 41	1	.....	.....
.....	.....	.....	.....	.....	494 54	1	.....	.....
989 50	.....	356 60	500 00	791 70	1,946 29	1	1	475 00
659 65	1,560 50	845 20	971 29	2,321 49	.....	6	1	700 0
321 83	.....	70 00	615 00	.....	.....	3	2	615 00
40 05	.....	.....	.....	.....	.....	.....	.....	.....
134 55	119 74	177 73	.....	234 30	177 75	.....	.....	.....
8,593 34	28 901 26	19,434 75	28,572 92	44,978 42	39,595 43	62	17	21,555 14

TABULAR STATEMENT OF ST. CLAIR

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers. . .	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 21 and 21.....	
1 N. R. 6 W.	7	7½	6	4	\$37 50	\$26 25	198	168	1,104	741	\$1,767 04
1 " " 7 "	6	7½	8	4	35 00	25 00	126	93	579	393	10,829 74
1 " " 8 "	15	6¾	18	6	49 09	32 32	543	414	4,047	2,502	2,569 20
1 " " 9 "	5	8	4	1	36 50	26 50	187	170	670	420	6,380 00
1 " " 10 "	1	6	2	....	36 00	....	15	18	353	232	164 38
2 " " 6 "	8	9	6	8	37 50	22 50	....	....	1,200	900	6,138 85
2 " " 7 "	4	4	4	....	37 00	....	147	73	587	367	1,418 81
2 " " 8 "	6	7½	6	1	40 50	30 00	398	267	647	348	1,016 71
2 " " 9 "	4	9	4	....	37 50	....	99	75	607	455	7,540 04
2 " " 10 "	1	9	1	....	40 00	....	80	66	414	....	484 00
1 S. " 6 "	4	7	7	1	36 50	27 00	100	75	442	95	1,438 50
1 " " 7 "	3	6	1	2	45 00	45 00	151	96	484	247	1,233 00
1 " " 8 "	6	6	9	....	41 50	....	130	123	563	424	1,100 00
1 " " 9 "	6	6	6	1	38 06	25 00	173	130	1,275	909	1,922 00
1 " " 10 "	1	5	1	....	30 06	....	....	....	136	75	1,900 00
2 " " 6 "	3	6	3	....	34 16	....	103	85	623	415	1,393 55
2 " " 7 "	3	6¾	2	1	36 75	30 00	94	85	527	330	1,686 00
2 " " 8 "	4	6	6	1	33 00	25 00	123	85	490	337	1,026 60
2 " " 9 "	3	7½	2	....	26 33	....	47	41	264	193	....
3 " " 6 "	4	6	3	1	29 16	25 00	74	50	332	194	1,150 00
3 " " 7 "	2	9	2	....	35 00	....	....	....	365	....	3,083 48
Total.....	95	7	96	25	37 00	28 00	2,661	2,116	15,691	9,582	54,292 42

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
8882 90	.....	\$1,549 35	\$961 31	\$1,895 03	\$1,556 69	7	1	\$10,000 00
647 05	.....	1,503 01	11 50	1,808 83	1,556 30	6	.....	.....
2,553 10	\$3,700 00	5,227 97	.....	6,551 21	7,251 14	5	.....	.....
722 95	196 00	1,316 00	.....	1,550 95	1,316 00	5	.....	.....
461 53	.....	242 56	29 47	177 95	261 03	1	.....	.....
992 30	.....	2,585 46	700 00	2,316 18	3,430 96	7	.....	.....
558 83	689 71	1,442 70	.....	1,550 73	1,492 70	4	.....	.....
679 20	900 00	1,723 18	60 00	2,320 15	2,336 55	6	.....	.....
550 65	.....	1,293 00	1,350 00	3,241 65	2,740 00	4	2	1,350 00
303 43	.....	800 00	38 43	890 30	393 45	1	.....	.....
519 53	200 00	844 44	401 00	1,413 55	1,180 75	4	.....	400 00
681 90	.....	815 45	764 14	1,589 24	1,615 89	3	.....	.....
635 40	852 59	1,114 87	723 01	1,597 99	1,200 00	5	1	450 00
1,082 45	.....	1,274 35	675 85	1,950 30	1,972 45	6	1	600 00
98 10	.....	150 30	.....	288 10	150 30	1	.....	.....
603 90	.....	663 12	.....	713 20	665 12	3	.....	.....
576 10	.....	600 45	88 00	1,338 42	1,256 40	4	1	554 00
655 25	247 31	924 94	.....	1,005 22	1,047 05	4	2	.....
235 70	221 28	429 76	.....	456 98	463 66	3	.....	.....
474 75	.....	584 05	500 00	1,088 75	1,134 05	4	1	500 00
463 65	.....	608 55	7 42	773 77	633 42	2	.....	.....
14,378 75	7,206 89	25,885 51	6,321 34	34,331 30	33,646 91	85	9	18,854 00

TABULAR STATEMENT OF SALINE

Townships				Schools		Teachers		Scholars and Youth					Principal of the township fund.	
				Whole number of schools	Average No. of months taught	No. of male teachers	No. of female teachers	Average salaries of teachers per month	Average salaries of male scholars	Number of male scholars	Number of female scholars	No. of white persons under 21		No. of white persons between 21 and 29
T. 7 R. 5 $\frac{1}{2}$				2	6	2	1	2,100	..	18	47	246	207	815 00
" 7 " 6 $\frac{1}{2}$				2	6	2	1	2,100	..	..	..	217	101	200 00
" 7 " 7 $\frac{1}{2}$				2	4 $\frac{1}{2}$	1	1	2,000	2,000	51	52	115	124	215 00
" 8 " 5				6	3 $\frac{1}{2}$	5	1	27 00	25 00	17	177	723	482	700 00
" 8 " 6				7	6	5	1	27 50	25 00	..	..	759	594	911 00
" 8 " 7				7	6	7	..	27 50	..	137	116	559	366	1,214 00
" 9 " 5				13	5	29	2	28 75	30 00	245	308	790	603	302 50
" 9 " 6				4	9	3	..	37 50	..	271	274	549	568	408 50
" 9 " 7				3	8	4	3	30 00	20 00	81	111	183	83	2,600 00
" 10 " 5				3	6	3	1	27 50	20 00	66	52	332	204	350 00
" 10 " 6				3	7 $\frac{1}{2}$	3	1	23 00	22 00	116	82	388	283	469 83
" 10 " 7				5	5	4	1	32 50	25 00	87	69	308	114	251 00
Total. . . .				53	7	41	16	..	23 00	1,230	1,239	3,371	3,773	8,321 73

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of second fund received by the township treasurer . . .	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses	Whole amt. received for school purposes	Whole amt. expended for school purposes	Number of new school houses erected during the year	Number of old school houses repaired or replaced	Whole cost of new school houses
\$156 00		\$142 88		\$156 00	\$152 88	2		
		200 00	\$300 00	300 00	300 00		2	\$190 00
114 00	\$153 18			264 00	264 00	2	1	140 00
401 65	102 55	573 10		573 10	573 10	6		
800 16	1,076 81	1,700 00	400 00	1,936 81	1,700 00	5	2	400 00
502 00	555 93	1,121 14	579 00	1,676 07	1,676 07	7		579 97
725 44		752 00	145 00	768 50	752 00	9	2	301 00
477 42	225 34	661 72	90 00	1,190 84	1,190 84	4		
279 50		308 05	25 00	546 40	539 55	3		
175 50		450 00	116 00	197 91	187 11	3	1	116 00
501 77	225 91	488 00	226 00	758 49	746 00	4		
410 36	465 00	564 00	50 00	465 00	465 00	3	1	175 00
6,689 00	3,646 72	7,160 80	1,911 97	8,834 00	8,576 55	49	9	2,201 97

TABULAR STATEMENT OF SANGAMON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21.....	
18 R. 4.....	2	5½	2	....	\$30 00	.....	56	37	283	192	\$3,785 00
18 " 5.....	11	6½	3	2	32 50	\$20 00	68	45	257	191	4,400 00
18 " 6.....	11	8	10	1	37 50	40 00	286	217	480	.....	2,119 00
18 " 7.....	4	8	....	....	28 50	27 50	173	133	307	103	7,682 35
18 " 8.....	....	....	....	....	....	....	....	....	....	....	.....
14 " 3.....	....	....	....	....	....	....	....	....	75	24	.....
14 " 4.....	9	6	7	2	36 00	25 00	182	160	360	263	1,240 00
14 " 5.....	8	6	16	3	35 00	25 00	225	175	560	.....	4,200 00
14 " 6.....	4	8	5	3	45 00	22 50	168	117	550	393	1,601 80
14 " 7.....	6	7½	7	4	38 00	26 00	220	200	624	422	3,150 60
14 " 8.....	....	....	....	....	....	....	....	....	....	....	.....
15 " 2.....	....	....	....	....	....	....	....	....	....	....	.....
15 " 3.....	9	8	7	2	31 00	25 00	49	65	492	.....	1,087 00
15 " 4.....	6	8	6	4	34 50	17 50	191	126	632	434	1,222 30
15 " 5.....	6	8	9	4	40 00	26 00	81	74	370	.....	2,735 00
15 " 6.....	7	8	5	2	30 00	20 00	170	111	485	352	753 00
15 " 7.....	4	9½	6	4	43 00	28 33	112	137	647	444	1,287 00
15 " 8.....	....	....	....	....	....	....	....	....	....	....	.....
16 " 1.....	....	....	....	....	....	....	....	....	....	....	.....
16 " 2.....	2	....	2	1	33 33	28 00	....	....	246	165	3,685 00
16 " 3.....	4	....	....	....	41 25	.....	164	110	589	437	2,162 72
16 " 4.....	6	8½	6	2	37 00	23 50	127	102	534	372	993 00
16 " 5.....	5	7	5	6	35 00	20 00	....	....	533	.....	100 00
16 " 6.....	7	8½	7	3	40 00	29 00	180	156	628	452	1,065 00
16 " 7.....	3	8	2	1	40 00	25 00	80	70	413	310	1,203 30
16 " 8.....	2	3	2	....	33 06	.....	22	13	109	48	4,983 99
17 " 1.....	....	....	....	....	....	....	....	....	....	....	.....
17 " 2.....	....	....	....	....	....	....	....	....	41	.....	.....
17 " 3.....	2	8	....	....	38 33	.....	87	65	205	.....	1,002 10
17 " 4.....	6	9	4	2	33 00	25 00	125	115	597	.....	1,252 10
17 " 5.....	6	6½	8	3	35 00	28 00	220	148	475	354	1,784 20
17 " 6.....	3	7	2	1	34 00	20 00	87	71	365	370	1,400 75
17 " 7.....	....	....	....	....	....	....	....	....	....	....	.....
17 " 8.....	5	7½	5	....	37 16	.....	220	213	524	314	715 00
18 " 4.....	....	....	....	....	....	....	....	....	44	81	.....
18 " 5.....	2	8	3	1	32 50	18 00	20	20	82	47	.....
Springfield ..	4	10	4	15	62 50	26 00	478	419	4,789	3,191	.....
Total.....	141	75	133	66	36 00	24 00	3,771	3,099	16,294	8,909	55,612 00

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	Number of new school houses erected during the year	Whole cost of new school houses
\$301 00	.....	\$370 00	.....	\$565 05	\$316 00	....	..	.....
390 00	.....	861 14	\$1,206 50	2,087 00	2,142 39	4	2	\$1,206 50
487 00	.....	911 54	100 00	1,011 54	698 90	3	..	.....
400 50	.....	846 52	.....	.....	.....	5	..	.....
.....
400 00	\$87 00	743 00	995 00	1,831 50	1,905 00	5	2	1,175 00
576 25	430 00	921 09	381 00	1,501 69	1,461 70	8	1	381 00
493 90	954 98	1,297 06	3,083 90	2,590 99	4,701 96	5	2	3,363 90
680 80	839 19	1,400 00	64 00	1,804 60	1,659 40	5	..	.....
.....
462 91	.....	483 89	554 00	519 85	481 33	5	2	1,300 00
645 05	.....	747 69	.....	765 94	718 19	7	1	.....
458 00	385 00	966 40	5 00	1,116 75	.....	5	..	.....
510 70	788 00	1,000 00	937 46	.....	.....	7	..	938 00
1,703 28	.....	1,173 43	2,550 00	4,648 75	3,400 00	4	1	2,350 00
.....
335 00	.....	872 00	.....	.....	.....	.....	..	.....
568 55	115 00	.....	76 63	834 19	834 19	5	1	.....
516 25	761 50	1,110 66	.....	.....	1,380 45	3	..	.....
562 55	587 57	1,150 12	527 57	1,677 69	1,677 69	5	1	527 57
591 55	.....	1,987 40	.....	2,010 17	2,026 23	7	..	.....
559 75	517 98	850 00	.....	1,077 88	1,577 80	3	..	.....
174 15	.....	214 06	.....	888 21	381 21	4	3	1,000 00
.....
286 35	295 48	757 95	.....	842 47	846 95	3	..	.....
535 10	287 96	1,592 65	.....	948 31	1,638 65	5	..	.....
552 87	500 00	1,425 26	.....	.....	.....	6	..	.....
268 00	.....	364 75	.....	.....	.....	6	2	800 00
.....
429 75	790 00	1,279 35	666 00	1,962 35	1,962 35	5	1	666 00
.....
78 75	113 17	359 40	.....	191 92	359 40	2	..	.....
2,253 30	.....	6,400 00	11,500 00	19,600 00	19,600 00	4	2	24,072 78
15,251 31	7,452 83	20,085 38	23,747 06	99,899 79	48,006 85	121	21	37,780 75

TABULAR STATEMENT OF SCHUYLER

Townships.	Schools		Teachers.				Scholars and Youth				Principal of the township fund
	Whole number of schools	Average No. of months taught	Number of male teachers	Number of female teachers	Average salaries of females per month	Average salaries of males per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 21 and 25	
1 N 1 W..	7		4		\$15 00	\$15 00	169	129	831	558	\$2,064 75
2 " 1 "...	27	10	1	1	35 20	27 60	603	557	333	953	5,000 00
3 " 1 "...	10	6	1	3	30 00	16 50	199	131	439	121	1,213 70
1 " 2 "...	14	6	1	8	28 62	22 00	321	235	712	560	1,686 17
2 " 2 "...	7	6	1	4	24 00	23 50	130	130	766	606	8,638 15
3 " 2 "...	8	6½	2	1	30 00	25 00	202	218	696	522	1,890 47
2 " 3 "...	4	6	1	1	32 50	20 00	146	127	394	434	1,525 86
3 " 3 "...	6	5	3	6	30 00	20 00	151	90	516	367	1,260 00
2 " 4 "...	14	6½	3	0	31 75	21 14	167	119	425	292	1,005 15
3 " 4 "...	7	7½	2	0	28 50	17 00	201	137	512	508	1,710 23
1 " 1 E...	1			3		25 00	48	45	101	240	758 87
2 " 1 "...	7	6	3	3	33 00	22 00	158	149	680	458	1,516 15
2 " 2 "...	6	8	2	1	33 00	25 00	140	96	311	200	1,189 57
Total.....	108	14	75	17	30 00	21 00	2,615	2,223	7,809	5,819	\$0,309 75

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teacher.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$669 61	\$616 11	\$1,328 23	\$869 06	\$1,498 35	\$1,425 61	6	.....	.....
1,158 58	559 40	2,650 92	6,756 08	10,032 50	9,975 85	9	.....	.....
429 95	.....	668 69	135 00	720 00	720 00	6	2	\$175 00
696 40	467 28	1,269 69	.....	1,416 12	1,475 20	6	.....	.....
621 50	139 25	1,585 63	1,445 91	3,061 47	3,029 52	7	1	1,000 00
569 54	400 00	1,000 00	.....	800 00	1,000 00	8	6	3,500 00
403 10	184 65	563 13	10 50	739 25	586 73	3	.....	.....
519 50	.....	643 72	111 65	656 90	656 90	6	1	111 65
434 50	843 79	1,059 45	.....	1,483 85	1,362 60	7	1	450 00
532 50	606 40	1,229 92	731 41	1,399 92	1,292 92	7	2	1,294 49
265 95	190 13	434 87	.....	471 56	469 26	1	.....	.....
580 50	887 07	1,579 81	.....	1,556 28	1,579 81	7	.....	.....
289 30	400 00	496 64	.....	524 46	496 64	3	.....	.....
6,602 93	5,285 98	14,187 77	9,282 64	24,331 66	24,071 06	76	13	10,531 14

TABULAR STATEMENT OF SCOTT

Townships	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools,	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 21 and 21.....	
13 R. 11....	5	9	1	2	\$45 00	\$32 50	110	226	584	201	\$1,337 02
13 " 12....	6	7	2	3	32 50	23 00	125	158	649	460	1,236 30
13 " 13....	2	8	1	1	35 00	18 00	76	34	241	161	.....
14 " 11....	2	6	1	1	37 50	22 50	.....	.....	159	102	.....
14 " 12....	2	4	3	3	37 50	25 00	360	297	1,246	847	1,581 84
14 " 13....	5	2	2	1	36 00	20 00	182	158	521	347	1,500 00
15 " 12....	2	8	2	2	.....	.....	.....	.....	341	246	2,700 00
15 " 13....	5	9	6	3	36 50	24 00	185	175	593	400	2,011 00
15 " 14....	4	8	2	1	49 00	28 00	77	78	313	198	1,737 00
Total,.....	37	8	33	23	39 25	22 37	1,182	1,119	4,446	3,051	12,343 33

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers.....	Amount paid to teachers	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$598 44	\$86 87	\$612 81	\$275 00	\$1,927 53	\$1,725 53	5	1	\$375 00
680 50	640 90	1,411 41	18 04	1,482 87	1,435 05	5	...	.....
350 62	165 83	563 73	12 00	693 41	697 73	3	...	.....
145 47	.....	142 47	.....	142 47	142 47	3	...	.....
1,039 36	1,763 20	3,158 90	230 00	3,402 87	3,298 17	6	...	.....
646 12	866 24	1,280 00	.....	1,160 36	1,380 00	5	...	.....
298 76	.....	298 76	.....	333 17	333 17	2	...	.....
616 06	656 38	1,322 81	1,855 00	1,563 82	1,563 82	5	2	1,350 00
224 80	200 00	426 47	38 40	698 50	514 07	1	...	.....
4,230 16	3,899 94	9,327 39	2,045 44	11,305 94	11,120 69	39	3	1,725 00

TABULAR STATEMENT OF STARK

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	Number of white persons between 6 and 21.....	
West Jersey..	18	7½	9	4	\$20 50	\$19 00	188	109	607	410	\$955 53
Essex.....	9	7½	12	10	29 50	13 23	186	172	581	470	1,252 72
Valley.....	4	7	4	3	29 00	20 00	219	161	416	258	2,838 79
Goshen.....	28	18	18	13	28 00	15 20	235	200	720	616	2,012 00
Toulon.....	25	8	18	12	30 00	20 00	297	233	892	650	2,929 78
Penn.....	10	8	6	4	24 00	12 00	180	130	—	301	800 00
Elmira.....	6	7	4	6	25 00	17 00	185	90	511	401	1,209 68
Osceola.....	6	6	6	5	25 00	14 00	226	206	481	304	1,136 22
Total....	99	7½	67	59	27 62	16 53	1,646	1,321	4,593	3,419	12,634 69

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$583 53	\$806 05	\$1,121 21	\$1,660 00	\$3,252 38	\$3,027 83	7	2	\$900 00
558 77	.....	831 82	682 00	665 97	1,536 82	10	1	548 00
838 15	675 14	684 70	256 48	1,012 79	1,013 49	4	1	500 00
625 53	792 12	1,628 78	.....	2,300 00	2,500 00	8	2	.....
708 85	200 00	1,078 85	1,400 00	3,078 00	2,658 00	12	3	2,000 00
3,045 65	260 00	550 00	300 00	930 85	1,230 67	7	1	300 00
403 48	.....	826 75	90 75	684 23	916 75	6	.....	.....
409 44	.....	458 89	472 00	266 81	946 88	6	.....	.....
4,063 42	2,733 31	7,196 00	4,861 23	12,780 83	18,655 72	63	10	4,148 00

TABULAR STATEMENT OF STEPHENSON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught....	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
T. 26 R. 5...	4	9	2	2	\$30 00	\$17 50	103	113	227	.....	\$526 55
" 27 " 5...	3	7	3	4	80 00	13 23	110	88	807	229	413 23
" 28 " 5...	4	7	4	4	29 00	19 00	79	83	260	198	.....
" 29 " 5...	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
" 30 " 6...	11	6	4	7	24 00	18 00	183	161	439	109	1,333 90
" 37 " 6...	7	7	11	7	27 00	14 00	214	121	686	502	2,108 78
" 28 " 6...	3	7	7	7	28 76	13 75	812	287	874	523	3,001 90
" 29 " 6...	.....	.....	.....	.....	.....	.....	.....	.....	441	124	1,260 00
" 26 " 7...	3	7	3	3	25 00	11 00	130	92	448	323	1,300 00
" 27 " 7...	7	8	5	3	21 75	19 23	.....	.....	597	382	4,055 43
" 28 " 7...	3	8	6	5	23 38	13 00	221	200	810	613	4,108 46
" 29 " 7...	8	9	.....	.....	.....	.....	191	188	.....	.....	.....
" 26 " 8...	8	8	5	3	21 70	12 20	258	201	530	371	3,133 18
" 27 " 8...	17	8	7	19	45 00	25 00	936	597	1,840	1,075	2,816 27
" 28 " 8...	3	7	10	5	26 60	18 00	244	214	830	677	3,221 73
" 29 " 8...	3	7	5	2	26 20	14 00	189	89	387	273	1,083 80
" 26 " 9...	4	8	5	3	23 00	12 00	86	96	478	327	2,620 00
" 27 " 9...	10	7	7	3	25 00	12 00	331	238	647	596	4,060 27
" 28 " 9...	.....	7	12	7	25 00	17 00	338	336	1,002	705	3,374 11
" 29 " 9...	3	7	3	3	32 50	14 00	90	64	.....	.....	1,800 00
Total.. ..	124	74	108	95	27 48	15 12	4,015	3,180	11,848	7,988	40,189 89

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$215 10	\$533 14	\$394 50	\$560 00	\$383 99	\$1,054 50	2	...	\$660 00
215 83	41 00	298 17	875 00	673 17	673 17	4	1	875 00
209 68	.....	583 90	1,122 00	2,082 64	2,207 09	4	1	1,050 00
160 00	.....	.....	.....	.....	.....	3	1	1,000 00
337 08	.....	904 45	2,543 00	606 24	904 45	3	4	2,543 00
491 03	1,202 97	1,049 84	298 00	1,841 85	1,502 31	6	1	240 00
521 05	1,341 70	1,733 52	382 63	3,784 47	3,976 90	7	1	1,044 00
268 83	1,211 83	.....	.....	1,480 36	1,480 36	...	...	.....
391 15	620 70	856 50	.....	2,286 83	1,395 23	6	...	.....
499 04	1,463 72	1,172 43	.....	3,121 96	2,700 00	7	...	.....
591 90	1,681 35	1,418 12	.....	2,034 00	1,418 12	6	...	.....
325 65	914 70	778 86	.....	1,324 10	1,324 10	...	...	.....
489 56	.....	874 80	2,262 52	3,137 15	3,131 60	8	1	.....
1,844 46	5,159 73	5,556 70	2,000 00	12,202 00	11,411 45	9	1	1,000 00
601 25	2,276 17	1,862 79	1,000 00	3,199 59	2,517 95	9	1	700 00
382 02	500 91	540 14	24 54	821 51	741 04	3	1	401 00
383 26	90 00	586 00	400 00	1,489 67	1,405 00	4	...	.....
458 10	.....	598 17	.....	1,187 03	1,144 72	5	...	.....
460 02	188 19	1,172 51	1,233 28	2,019 04	2,503 79	8	2	2,700 00
234 03	79 01	423 92	.....	512 26	512 26	...	...	740 00
9,029 38	.....	20,303 38	12,300 87	14,467 04	42,006 05	440	16	12,453 00

TABULAR STATEMENT OF TAZEWELL

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught.	Number of male teachers	Number of female teachers.....	Average salaries of females per month.....	Average salaries of males per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21..	No. of white persons between 21.....	
23 N. R. 2 W.	6	7½	6	3	\$30 00	\$20 00	216	141	322	87	\$997 69
23 " " 2 "	6	6½	4	6	36 00	19 50	90	64	324	243	1,110 00
24 " " 2 "	5	7	4	4	45 00	28 00	163	128	534	323	3,200 00
25 " " 2 "	3	.....	2	1	38 00	16 00	85	90	342	.....	1,215 00
26 " " 2 "	6	.....	3	8	33 00	22 50	280	190	315	106	642 20
23 " " 3 "	7	.....	5	2	32 96	21 50	230	190	201	.....	4,801 63
23 " " 3 "	6	.....	4	2	28 00	18 00	130	158	320	286	1,320 00
24 " " 3 "	8	7	3	5	35 00	25 00	.....	.....	528	.....	6,620 08
25 " " 3 "	7	9	8	6	36 20	20 83	201	131	536	423	2,058 00
26 " " 3 "	11	7½	8	3	40 00	32 00	.....	.....	1,138	883	4,509 90
22 " " 4 "	5	7	5	6	35 00	25 00	143	121	590	.....	1,391 00
23 " " 4 "	7	6½	9	7	32 02	22 00	229	205	635	423	7,004 20
21 " " 4 "	7	6	7	10	35 00	22 00	195	180	525	.....	2,932 15
25 " " 4 "	7	9	3	7	12 00	37 50	141	.....	646	393	2,180 00
26 " " 4 "	1	8	4	3	32 00	24 00	100	85	395	335	1,655 20
22 " " 5 "	4	3½	4	3	32 50	21 00	80	70	274	187	1,975 24
23 " " 5 "	4	7	5	4	33 00	28 00	166	128	618	358	625 00
24 " " 5 "	3	.....	2	2	42 50	21 50	158	169	600	400	1,180 83
25 " " 5 "	7	10	1	6	70 00	30 00	200	225	1,216	708	1,319 49
23 " " 6 "	1	6	1	1	29 00	22 50	29	18	138	88	2,705 00
24 " " 6 "	1	9	1	1	37 50	24 00	43	31	163	110	2,671 35
23 " " 7 "	4	4½	1	2	19 78	10 65	52	66	277	214	1,659 34
Total,.....	120	7	103	86	35 00	23 00	2,895	2,409	10,816	5,431	52,974 10

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt. received for school purposes.....	Whole amt. expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses
\$383 33	\$800 32	\$751 75	\$117 54	\$1,091 67	\$859 39	5	...	.....
397 13	102 00	463 00	.....	432 00	438 00	3	3	\$1,650 00
621 70	.....	841 03	.....	1,696 70	1,696 70	2	■	763 00
458 70	.....	500 00	.....	.....	.....	.....	.....	.....
283 75	760 00	272 50	.....	.....	.....	3	1	486 00
580 00	.....	680 97	.....	.....	.....	.....	.....	.....
441 43	414 00	882 00	1,200 00	987 00	987 00	0	.....	.....
.....	.....	1,130 85	.....	1,269 00	800 00	8	.....	.....
647 95	1,141 00	1,187 22	653 31	2,965 30	2,547 45	7	.....	.....
1,082 36	1,012 36	2,243 90	561 80	2,929 77	2,498 90	9	.....	.....
520 00	800 00	1,105 00	2,144 00	3,249 00	3,249 00	5	1	.....
609 40	.....	1,128 29	423 84	1,619 23	1,570 59	7	.....	.....
564 00	403 63	1,182 86	1,250 00	987 72	987 72	4	.....	.....
688 80	998 13	1,552 05	.....	1,904 93	1,904 93	7	4	.....
413 90	784 96	1,150 00	428 00	428 00	428 00	4	1	400 00
172 80	.....	3,372 94	1,289 08	1,659 38	1,614 60	4	2	1,269 08
613 60	501 65	1,268 97	80 00	1,192 79	1,292 79	4	.....	.....
643 00	.....	796 80	34 25	.....	.....	4	.....	.....
660 24	2,137 43	2,300 00	101 67	.....	.....	3	.....	.....
196 00	.....	200 00	400 00	.....	600 00	1	1	400 00
241 50	.....	.....	9 00	508 63	508 63	1	.....	.....
242 04	.....	514 12	.....	.....	.....	3	3	.....
10,663 70	9,358 52	23,678 77	8,792 49	22,811 21	9,002 70	92	17	4,970 08

TABULAR STATEMENT OF UNION

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	No. of white persons between 5 and 21	
11 S. 1 E...	4	6	4	....	\$34 00	.....	89	77	464	321	\$1,816 35
12 " 1 "...	4	6	4	....	33 33	.....	121	139	626	432	1,449 00
12 " 1 "...	2	6	2	....	36 66	.....	183	149	499	397	976 55
11 " 1 "...	4	6	4	....	15 25	.....	133	101	645	483	781 20
12 " 1 W...	13	6	12	1	36 11	\$40 00	512	467	1,253	1,000	1,041 70
12 " 1 "...	10	6	9	1	37 00	27 50	268	203	642	591	542 00
1 " 2 "...	7	6	7	3	25 00	26 00	172	192	476	379	1,097 70
12 " 2 "...	10	6	16	4	30 00	26 00	200	159	564	331	664 75
12 " 2 "...	2	6	2	....	26 25	.....	53	36	273	182	386 50
11 " 3 "...	2	6	2	....	37 50	.....	40	28	186	129	1,106 20
12 " 3 "...	1	....	1	....	33 33	.....	.....	.....	67	50	1,945 08
Total.....	60	6	64	9	.....	.....	1,782	1,551	5,685	4,294	11,117 04

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer...	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$528 00	\$25 00	\$558 60	.....	\$940 52	\$940 52	4	.....	.....
712 60	121 66	639 07	.....	863 23	838 66	4	.....	.....
610 25	.....	637 07	.....	649 07	638 57	3	.....	.....
654 55	860 20	848 00	\$330 00	1,050 75	768 00	4	.....	.....
1,197 13	.....	1,611 94	724 00	1,328 43	1,611 94	9	.....	.....
725 68	87 00	1,017 02	.....	760 73	978 41	6	1	\$400 00
793 40	.....	738 00	136 90	703 16	708 00	4	1	156 90
617 04	459 70	459 70	1,000 00	751 46	459 71	6	1	186 80
412 80	181 89	435 00	8 25	633 43	607 70	2	1	.....
302 29	.....	582 00	.....	347 10	382 00	2	.....	.....
.....
6,463 83	885 45	7,296 40	9,214 15	7,987 88	7,674 51	43	4	722 70

TABULAR STATEMENT OF VERMILION

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21...	Number of white persons between 5 and 21.....	
17 N 10 & 11 W..	12	...	10	9	\$25 50	\$18 75	306	244	919	573	\$2,514 31
17 N. 12 W..	7	0	8	2	32 00	18 00	221	126	590	497	2,760 75
17 " 13 "	8	6	5	2	27 50	22 50	99	83	270	109	2,132 23
18 N 10 & 11 W	8	6	8	6	35 00	20 00	240	288	929	78	2,085 00
18 " 12 "	6	7	6	6	31 00	18 75	52	91	464	314	1,456 43
18 " 13 "	7	6	4	3	31 00	29 00	220	103	273	138	2,369 00
18 " 14 "	2	7	2	1	28 50	12 50	52	46	168	113	.....
19 N 10 & 11 W	9	6	8	10	27 50	22 00	330	310	2,457	1,740	3,300 00
19 N. 12 W..	7	6	2	2	29 50	17 50	241	199	481	232	4,319 79
19 " 13 "	12	6	8	4	32 25	25 60	196	212	498	243	2,962 00
19 " 14 "	2	8½	1	2	21 50	22 00	18	18	77	59	1,664 00
20 " 10 "	...	...	...	...	...	...	...	...	...	...	3,156 00
20 " 11 "	6	7½	8	6	21 50	20 60	288	238	441	293	1,836 00
20 " 12 "	12	6	9	3	25 50	16 50	219	193	836	627	1,243 00
20 " 13 "	12	6	8	4	33 00	15 00	263	168	374	294	1,094 00
20 " 14 "	4	7	1	1	32 00	20 00	20	18	66	50	.....
21 " 11 "	5	6½	5	1	50 00	22 00	146	80	443	399	2,099 00
21 " 12 "	11	6	3	...	30 00	20 50	131	167	344	216	1,561 00
21 " 18 "	12	6	7	6	32 50	19 00	330	140	442	380	3,022 84
21 " 14 "	...	...	...	...	...	...	...	...	41	24	.....
22 " 11 "	14	6	6	3	31 50	22 00	144	200	274	197	1,612 00
22 " 12 "	5	6	4	6	26 40	20 34	97	114	211	40	5,426 03
22 " 13 "	8	7	4	3	30 00	21 50	133	144	361	219	2,019 00
22 " 14 "	2	6½	2	...	28 00	.....	45	19	80	67	.....
23 " 11 "	1	6	...	1	.....	.....	11	17	81	52	3,189 95
23 " 12 "	4	6	2	1	50 00	24 00	19	15	86	57	2,417 31
23 " 13 "	...	...	...	...	...	...	...	...	33	.....	.....
23 " 14 "	2	6	...	...	26 50	10 00	26	20	104	.....	2,053 95
23 " 9 E..	...	...	...	...	...	...	...	...	...	...	.....
23 " 10 "	5	9½	6	2	31 00	19 50	113	123	207	118	3,414 36
23 " 11 "	2	1	1	1	33 33	18 00	23	23	38	24	2,836 67
Total.....	185	6	124	90	29 47	19 82	3,886	3,331	11,596	7,177	62,564 66

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$1,188 15		\$1,546 25	\$229 72	\$1,574 51	\$1,513 47	...	...	...
...
334 35		354 40	...	...	366 51	...	...	...
1,495 00		1,522 85	961 33	2,512 35	2,424 12	7	3	\$1,200 00
615 62		635 46	1,292 53	2,106 93	2,106 93	5	3	1,380 00
228 15		625 00	1,300 00	495 05	1,955 00	4	3	1,800 00
182 25	\$372 85	275 06	372 00	627 06	627 06	2	1	350 00
1,868 69	2,196 58	5,867 00	...	4,322 27	...	9	4	1,800 00
545 0	...	748 05	847 86	...	...	4	2	800 00
636 00	476 00	1,572 00	...	1,408 00	1,370 00	5	...	...
...	...	84 91	...	84 91	84 91	...	...	...
...
602 20	247 23	1,013 99	1,822 10	2,679 63	2,879 63	...	4	1,786 00
532 33	...	781 39	437 36	...	695 81	5	3	244 00
447 75	472 00	699 91	110 00	131 86	...	...	...	...
148 70	...	327 54	...	...	...	...	...	...
...
254 45	172 11	664 52	...	663 99	664 52	5	1	365 00
...	...	...	...	...	...	9	...	...
88 90	...	...	...	...	...	...	...	...
...
233 90	...	426 16	416 18	654 75	416 18	3	...	...
473 55	375 82	935 00	400 00	1,450 00	1,450 00	4	1	400 00
114 80	...	173 00	...	114 80	173 00	1	1	...
...	...	126 00	...	...	154 25	...	...	...
81 68	...	188 49	659 15	815 83	817 64	2	2	862 36
...
...
160 46	...	45 00	350 00	685 89	789 00	...	2	565 00
34 68	...	155 00	43 30	318 06	161 00	1	...	...
10,368 16	1,309 59	18,539 03	9,181 39	20,805 89	18,528 60	73	29	11,032 36

TABULAR STATEMENT OF WABASH

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township and
	Whole number of schools.....	Average No. of months taught.	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21.	No. of white persons between 5 and 21.....	
T. 2 S. 13 W.	10	10	10	2	\$23 00	\$12 50	160	240	466	.....	\$1,046 29
" 1 " 14 "	7	0	4	8	25 00	10 00	98	94	172	117	1,116 00
" 1 N. 13 "	11	0	7	4	27 22	13 75	260	304	764	609	1,841 81
" 1 " 12 "	14	7½	7	0	25 00	12 00	245	269	460	400	1,675 00
" 1 S. 12 "	16	12	4	8	35 00	10 00	285	185	747	.....	4,320 00
" 1 " 13 "	11	0	7	4	28 05	10 28	219	208	576	384	1,391 30
" 2 " 14 "	4	12	.....	.....	22 50	.....	17	9	181	94	.....
" 1 N. 11 "	.....	.....	.....	.....	20 00	6 66	13	16	51	40	970 35
" 2 " 12 "	2	6	2	.....	25 83	.....	18	12	73	.....	1,477 25
" 2 " 14 "	.....	.....	.....	.....	.....	.....	.....	.....	42	23	.....
" 2 " 13 "	6	.....	1	1	20 00	9 00	11	15	70	.....	.....
" " 14 "	10	6	.....	.....	20 00	20 00	116	68	109	30	.....
Total,.....	91	74	42	24	24 85	12 66	1,393	1,430	3,621	1,697	13,838 00

COUNTY, for the year ending October, 1, 1858.

School Funds—Receipts and Expenditures.					School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Am't paid for building, repairing and renting school houses	Whole amt received for school purposes	Whole amt expended for school purposes	Number of school houses	Whole cost of new school houses. Number of new school houses erected during the year
\$452 60	.....	\$431 83	.....	\$567 54	\$600 00	3	.....
203 45	.....	414 00	.....	.....	414 00	■	.....
682 45	.....	753 81	\$310 00	864 64	1,095 47	7	1 \$450 00
826 05	\$364 00	754 00	.....	973 00	910 00	7	.....
683 60	.....	1,022 65	.....	1,098 98	1,038 98	4	.....
589 05	112 25	954 86	235 23	1,150 28	1,106 28	7	.....
289 18	.....	348 30	84 99	288 18	383 49	1	1 300 00
61 95	.....	64 51	.....	185 60	64 51	..	.....
87 60	.....	.....	.....	608 83	495 08	1	.....
22 72	.....	.....	.....	.....	.....	.....	.....
92 70	.....	81 00	.....	.....	130 00	.....	.....
170 00	.....	140 00	.....	.....	.....	8	1
\$3,872 75	504 25	4,969 19	580 24	6,599 94	6,327 76	87	8 750 00

TABULAR STATEMENT OF WARREN

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars....	Number of white persons under 21.	No. of white persons between 21 and 21.....	
Green Bush..	8	7	4	4	\$26 00	\$10 00	141	131	617	130	\$1,100 00
Berwick.....	6	6	8	8	32 50	16 00	370	314	522	557	1,100 00
Floyd.....	14	6½	1	8	26 50	12 25	151	145	573	581	1,183 10
Cold Brook..	16	8	8	6	29 00	14 00	.....	.....	650	500	800 00
Kelly.....	7	8	8	7	27 50	13 00	168	206	500	418	1,580 83
Swan.....	8	7½	11	9	25 2½	17 40	53	48	510	408	7,222 39
Roseville....	20	6	0	12	25 00	16 00	90	110	529	158	1,018 00
Lenox.....	8	7	2	7	24 50	23 66	172	122	397	200	1,277 95
Monmouth..	16	8	12	16	33 00	20 00	370	500	1,736	1,137	1,000 35
Spring Grove	5	.....	5	.....	27 50	12 00	.....	.....	.....	440	518 00
Point Pleasant	4	6½	2	2	25 00	14 00	80	61	285	231	1,060 00
Ellison.....	9	8	8	6	31 00	19 00	190	150	662	377	1,610 00
Tompkins...	12	7	9	3	25 00	14 00	285	225	627	420	829 10
Hale.....	6	.....	5	8	.....	.....	.....	.....	573	.....	1,490 00
Sumner....	5	7	3	2	24 00	15 50	72	85	475	.....	1,142 87
Total.....	111	7	95	90	27 20	15 48	2,120	2,132	8,006	5,191	22,883 08

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.....
\$174 00	.....	\$577 00	.....	\$594 00	\$577 00	5	1	.....
427 90	\$120 00	453 51	.....	581 44	581 44	3	.....	.....
559 00	1,199 96	928 00	\$1,332 00	1,872 00	1,872 00	8	3	\$1,425 00
560 00	300 00	1,000 00	200 00	1,200 00	1,200 00	6	.....	.....
1,719 41	.....	614 27	.....	1,877 51	1,614 00	7	.....	.....
499 93	.....	1,163 23	295 51	1,452 16	1,481 30	7	.....	.....
478 10	83 00	950 00	1,120 00	1,700 00	2,000 00	7	1	320 00
862 17	420 96	684 88	628 94	1,577 06	1,393 98	5	1	400 00
1,363 20	2,166 70	3,459 83	4,008 00	7,902 23	7,902 23	10	1	700 00
377 71	1,015 59	.....	.....	.....	.....	3	.....	.....
302 00	.....	166 60	.....	402 60	199 70	2	.....	.....
460 33	303 83	1,096 73	749 49	.....	.....	6	2	955 00
419 70	638 00	600 00	42 00	1,200 00	1,100 00	6	.....	.....
473 90	.....	1,208 00	.....	1,069 00	.....	6	1	.....
469 00	.....	724 19	.....	1,850 00	1,850 00	5	1	.....
8,950 38	6,218 04	14,124 60	8,375 94	28,278 00	21,801 65	90	11	3,800 00

TABULAR STATEMENT OF WASHINGTON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.	Average No of months taught.	Number of male teachers.	Number of female teachers.	Average salaries of males per month.	Average salaries of females per month.	Number of male scholars.	Number of female scholars.	No of white persons under 21.	No of white persons between 21 and 25.	
N. 1 W.	1		1		\$20 00		3		94	67	
" 2 "									12	8	
" 3 "											
S. 1 "	7	5	8	1	33 50	\$23 00	100	74	297	210	\$497 21
" 2 "	2	5	1	1	30 00	20 00	9	7	230	115	5,744 00
" 3 "	1	5	1		30 00		23	12	217	165	1,208 33
" 4 "	3	5	3	1	31 50	20 00	83	52	321	233	1,670 00
" 5 "	2	5	2	1	31 66	25 00	12	18	210	180	1,918 00
" 6 "	11	8	9	7	33 50	22 50	310	207	800	650	848 40
" 7 "	5	8	5		25 00		110	93	253	185	1,000 00
" 8 "	7	5	4	1	30 00	22 50	190	125	710	459	1,506 27
" 9 "	5	8	5	1	29 00	25 00	121	120	385	267	1,952 13
" 10 "	3	11	3	3	27 50	15 00	70	60	562	442	1,513 00
" 11 "	3	10	7	2	33 00	20 00	154	126	276	240	1,190 00
" 12 "	3	6	3	2	25 83	19 50	71	70	281	200	877 33
" 13 "	4	7	3	3	30 83	20 55	135	132	319	252	1,653 83
" 14 "	5	0	2	3	30 00	20 00	130	79	315	310	1,033 78
" 15 "	5	4	2	2	28 00	20 00	103	84	332	266	1,366 20
Total.....	70	74	61	33	29 38	20 93	1,655	1,291	5,603	4,121	25,506 59

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year....	Whole cost of new school houses.
\$37 50	.....	.....	.....	\$37 50	.....	.....	.....	.....
34 16	.....	.....	.....	34 16	.....	.....	.....	.....
14 37	.....	.....	.....	14 37	.....	.....	.....	.....
425 44	\$182 56	\$633 00	\$835 00	983 00	\$983 00	4	1	\$335 00
278 46	.....	150 00	.....	852 86	183 19	1	.....	.....
327 45	72 88	217 20	.....	521 11	246 05	1	.....	.....
469 90	185 00	678 05	700 00	1,616 90	1,419 59	3	1	.....
264 27	.....	440 75	796 00	1,231 87	1,181 75	2	1	416 00
845 30	500 00	1,380 34	6,000 00	7,430 24	7,430 84	6	1	6,000 00
508 90	.....	587 82	800 00	1,468 90	1,407 82	5	2	800 00
629 57	.....	761 57	.....	780 17	780 17	5	.....	.....
516 16	.....	710 27	419 96	1,135 33	1,154 45	3	1	419 96
622 31	.....	724 00	510 00	1,283 51	1,252 50	1	1	400 00
439 95	.....	525 00	335 00	874 95	878 00	3	1	304 00
394 59	87 94	568 83	.....	550 26	878 62	5	.....	.....
468 07	400 00	711 79	625 00	1,661 65	1,362 21	3	1	375 00
435 37	.....	619 93	.....	623 64	638 59	5	.....	.....
472 52	250 00	534 00	.....	842 52	364 00	3	.....	.....
7,204 59	1,658 88	9,187 57	10,520 96	21,863 04	20,045 88	52	10	9,051 96

TABULAR STATEMENT OF WAYNE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 6 and 21.	
N. R. 5 E..	2	6	2	1	\$24 00	.....	75	86	196	150	.....
" " 6 "	2	6	2	1	26 00	.....	83	111	247	160	\$1,462 23
" " 7 "	2	6	2	1	26 00	\$10 00	30	48	119	90	1,012 22
" " 8 "	2	4	2	1	26 00	20 00	35	52	120	100	4,000 00
" " 9 "	2	6	2	1	22 50	.....	23	27	100	100	730 00
" " 5 "	1	6	2	1	25 00	.....	22	74	428	288	864 39
" " 6 "	1	6	2	1	25 70	22 50	138	118	462	317	1,462 70
" " 7 "	1	6	2	1	22 50	15 00	92	89	289	204	1,453 75
" " 8 "	1	6	2	4	21 25	16 00	84	49	315	225	800 00
" " 9 "	1	6	2	3	25 00	18 33	163	180	291	360	651 61
" " 5 "	1	4	2	2	25 00	21 00	150	177	436	318	700 00
" " 6 "	1	6	2	4	26 00	18 00	160	160	482	340	652 00
" " 7 "	1	7	2	5	25 00	22 00	252	315	568	480	978 23
" " 8 "	1	6	2	3	21 00	20 00	151	148	362	280	629 85
" " 9 "	1	4	2	4	22 50	17 50	75	45	234	168	961 64
" " 5 "	2	4	2	1	25 00	25 00	95	68	310	260	500 35
" " 6 "	2	2	2	.....	23 00	.....	24	25	104	66	932 75
" " 7 "	2	3	2	4	24 00	19 00	80	70	379	299	468 80
" " 8 "	2	11	2	10	30 00	22 00	255	260	809	540	1,630 00
" " 9 "	2	4	2	1	32 50	19 00	93	98	314	216	428 50
" " 5 "	3	3	2	.....	29 50	.....	90	70	236	167	478 80
" " 6 "	3	1	2	.....	25 00	.....	50	30	145	105	328 25
" " 7 "	3	2	2	1	28 00	24 00	16	13	50	24	153 75
" " 8 "	3	2	2	1	27 50	24 00	88	55	284	214	1,154 62
" " 9 "	3	2	2	2	27 00	22 00	20	17	143	110	668 00
Total.....	118	64	96	43	25 00	19 00	2,415	2,870	7,553	5,571	23,986 17

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repair- ing and renting school houses..	Whole amt ^l received for school purposes.....	Whole amt ^l expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$166 50	\$72 20	\$387 50	.....	\$457 70	\$457 70	2	.....	.....
340 20	113 00	399 00	\$290 00	718 00	718 00	5	2	\$350 00
166 00	93 00	210 00	70 00	216 00	358 00	2	2	275 00
67 20	.....	285 00	.....	358 00	358 00	2	.....	.....
153 35	.....	153 35	.....	226 35	226 35	2	.....	.....
427 70	261 64	750 00	398 82	1,174 57	1,174 82	3	2	399 82
480 74	414 13	949 93	100 53	1,040 60	1,050 48	6	1	236 21
508 46	320 00	575 92	148 65	575 92	575 92	4	1	148 65
356 00	423 00	375 00	600 00	1,388 60	1,308 60	6	2	620 00
389 58	144 45	476 09	223 22	474 74	474 74	4	1	214 92
476 00	376 00	761 07	307 89	2,024 63	1,830 21	4	2	307 49
444 00	621 00	687 00	298 00	1,065 00	1,065 00	6	.....	.....
469 16	500 00	946 11	412 76	1,367 80	1,358 89	7	.....	.....
422 71	557 87	989 00	321 00	1,021 08	700 00	6	3	550 00
296 80	148 33	390 88	100 00	724 53	632 77	4	.....	.....
391 25	151 20	312 75	184 85	706 29	647 60	3	1	184 85
199 81	41 63	150 00	.....	334 81	157 00	.....	1	100 00
275 82	104 00	481 00	80 00	861 22	861 22	1	4	150 00
645 65	1,488 12	1,470 97	325 00	2,316 77	2,316 77	6	2	325 00
277 12	265 30	533 00	96 00	703 27	631 00	4	3	375 00
227 94	227 94	584 00	221 57	483 86	474 19	.....	.....	.....
172 44	183 84	230 00	.....	440 10	440 10	1	.....	.....
132 52	.....	81 55	.....	147 12	85 55	.....	.....	.....
187 20	102 94	331 95	.....	622 09	622 09	2	.....	.....
117 20	55 00	288 00	42 00	287 00	287 00	2	.....	.....
7,967 48	7,111 59	12,631 07	4,870 33	19,638 05	18,502 95	62	27	4,096 94

TABULAR STATEMENT OF WHITE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21 and 21.....	
T. 3 S. R. 8 E.	2	6	2	....	\$31 81	.....	54	45	163	171	\$577 31
" 4 " " 8 "	5	6	5	....	25 00	.....	97	77	340	230	614 82
" 5 " " 8 "	5	6	5	....	25 00	.....	....	....	690	.....	1,241 43
" 6 " " 8 "	7	6	6	....	29 16	.....	112	124	639	.....	520 00
" 7 " " 8 "	6	6	6	....	26 00	.....	177	135	498	.....	450 00
" 8 " " 9 "	2	6	2	2	31 80	\$22 50	79	48	228	177	340 00
" 4 " " 9 "	10	7½	7	1	29 16	25 50	141	165	450	321	964 38
" 5 " " 9 "	7	8	5	2	41 10	25 00	....	....	855	.....	670 00
" 6 " " 9 "	3	9	4	....	31 66	.....	177	170	550	400	600 00
" 7 " " 9 "	4	6½	3	....	22 50	.....	....	....	264	.....	348 44
" 3 " "10 "	3	6	4	2	22 50	15 00	77	77	137	105	.....
" 4 " "10 "	4	4	5	....	30 00	.....	384	152	575	75	776 45
" 5 " "10 "	....	5	....	....	....	.....	....	....	339	.....	1,527 88
" 6 " "10 "	....	5	....	....	....	.....	....	....	340	.....	.....
" 7 " "10 "	7	6	7	....	30 00	.....	140	70	131	.....	1,205 00
" 3 " "11 "	....	....	....	....	....	.....	....	....	....	.....	.....
" 4 " "11 "	....	....	....	....	....	.....	....	....	....	.....	.....
" 5 " "11 "	....	....	....	....	....	.....	....	....	....	.....	.....
" 6 " "11 "	....	....	....	....	....	.....	....	....	41	.....	550 00
" 7 " "11 "	....	....	....	....	....	.....	....	....	....	.....	1,200 00
" 3 " "14 W	2	6	2	3	36 56	20 00	61	99	454	347	399 56
" 4 " "14 "	3	6	1	1	28 22	22 00	58	45	309	305	1,172 25
" 5 " "14 "	1	6	1	....	....	.....	....	....	100	67	700 00
Total.....	61	6½	65	14	.....	.....	1,592	1,192	6,951	2,038	13,671 30

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.	
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt't received for school purposes	Whole amt't expended for school purposes	Number of school houses.....	Whole cost of new school houses
\$300 20		\$380 00		\$382 00	\$380 00	2	
485 77		426 94	\$335 80			4	
695 68		655 00				5	1
693 38			855 00	1,550 10	1,550 10	5	\$905 00
353 87				480 50	480 51	5	250 00
260 16	\$260 00	396 00		475 00	475 00	2	
546 74	143 17	531 74		903 00	780 71	3	
749 94	914 34	1,649 00					
623 56		559 05		683 55	559 09	2	400 00
279 95	310 16	369 64				2	125 00
250 37	47 00	268 57		297 38	258 57	3	
483 83		550 19					
426 87		416 11					
466 92		512 94					
164 96		305 00	40 00	609 75		3	
14 24							
17 99							
13 72							
30 11							
49 45						1	4,598 95
453 20		533 80			1,962 74		250 00
393 00		509 00	155 00	444 60	444 60		
189 00		177 45					
7,923 53	1,624 67	8,238 53	1,365 80	5,326 89	6,891 32	36	6,516 95

TABULAR STATEMENT OF WHITESIDE

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21.....	Number of white persons between 21 and 25.....	
No. 19 3 E...	5	8½	2	3	\$26 50	\$15 00	81	72	109	38	.....
" 19 4 "...	19	5	10	11	23 33	15 00	857	444	431	122	\$1,100 00
" 19 5 "...	8	9	3	3	27 50	21 50	99	56	364	120	1,240 20
" 19 6 "...	2	6½	1	2	18 00	10 25	28	22	104	67	.....
" 19 7 "...	1	6	1	1	28 00	20 00	29	19	97	61	3,972 79
" 20 2 "...	...	...	...	...	...	...	...	...	...	...	.....
" 20 3 "...	4	7	4	6	33 00	20 00	170	142	280	168	1,150 33
" 20 4 "...	7	6½	6	6	23 00	15 00	93	55	442	312	2,520 74
" 20 5 "...	7	7	7	7	42 00	24 00	310	347	620	523	2,871 63
" 20 6 "...	4	8	3	3	30 00	18 00	58	47	159	.....	.....
" 20 7 "...	2	9	2	2	39 00	24 00	17	17	92	74	7,220 42
" 21 2 "...	2	...	1	2	50 00	16 00	60	56	327	245	420 00
" 21 3 "...	12	8	4	2	33 90	19 00	139	110	462	243	1,614 48
" 21 4 "...	4	7	2	3	39 00	22 00	114	120	395	303	1,539 00
" 21 5 "...	12	8	3	25	55 00	20 00	378	188	628	550	1,925 00
" 21 6 "...	5	8	5	4	40 00	16 00	125	140	574	368	1,113 66
" 21 7 "...	8	10	6	5	35 00	25 00	392	388	1,241	938	4,483 99
" 22 3 "...	7	10	4	6	35 16	17 00	387	463	784	492	443 35
" 22 4 "...	4	7½	4	4	25 10	12 50	138	150	320	226	3,520 23
" 22 5 "...	4	9	2	4	33 00	20 00	67	83	272	168	956 56
" 22 6 "...	5	7	5	5	30 00	14 00	220	240	642	500	2,729 90
" 22 7 "...	5	8	4	3	34 50	24 00	123	81	471	378	2,812 00
Total.....	112	7½	109	109	31 00	19 00	3,535	3,392	5,815	4,212	48,400 49

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers.....	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of new school houses erected during the year....		Whole cost of new school houses
\$237 64	.....	\$370 22	\$307 40	\$304 20	\$304 20	3	1	\$273 72
1,087 16	.....	1,450 55	1,208 00	1,442 36	1,442 36	8	1	1,000 00
508 65	.....	239 50	479 70	763 40	719 20	2	1	500 00
139 40	.....	77 85	455 00	447 15	514 85	2	1	455 00
173 65	.....	144 00	90 00	273 00	144 00	1	1	90 00
530 08	\$211 30	147 01	.....	1,835 23	1,142 27	4	2	525 00
468 25	.....	750 53	208 00	621 63	739 53	6	2	725 00
1,128 05	.....	2,051 74	1,275 00	2,103 05	2,408 65	7	2	.....
296 82	.....	154 25	1,600 00	308 82	315 62	4	3	1,600 00
357 87	.....	353 55	.....	535 62	476 48	2	.....	.....
362 14	.....	453 33	.....	392 14	531 30	2	.....	.....
608 82	.....	883 92	.....	1,263 83	1,150 00	4	.....	.....
607 33	1,696 91	1,725 00	400 00	1,892 25	1,675 18	3	1	650 00
675 00	.....	950 00	2,500 00	.....	.....	6	2	.....
811 88	.....	1,335 46	1,694 11	4,491 63	4,380 63	4	1	.....
1,344 97	1,145 97	3,803 17	3,000 00	2,906 94	2,906 94	7	1	3,000 00
1,330 60	.....	701 41	4,194 84	5,528 24	5,459 00	2	.....	.....
305 04	.....	538 74	625 00	2,224 08	2,228 08	6	2	625 00
392 46	.....	681 66	279 70	984 38	967 29	4	1	400 00
687 00	150 00	984 00	250 00	1,466 00	1,466 00	6	2	325 00
388 77	.....	715 63	.....	930 92	719 61	5	1	400 00
12,486 24	2,674 19	18,210 62	18,566 75	31,134 27	29,920 99	68	25	10,867 72

TABULAR STATEMENT OF WILL

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund.
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21.....	
Reed	10	7	5	7	\$29 00	\$16 00	76	106	308	183	\$7,825 00
Wilmington.	12	8½	5	7	35 00	20 00	382	391	776	275	2,615 92
Channahon ..	5	8½	5	7	32 25	15 00	177	113	561	.....	2,677 77
Troy	12	7	6	6	24 00	16 00	.....	.....	400	302	3,499 67
Plainfield ...	10	7	.....	.....	30 00	16 00	314	213	896	636	1,331 00
Wheatland..	16	6½	6	10	25 00	11 00	.....	.....	549	.....	2,326 44
Wesley	8	6	8	8	24 00	14 00	201	154	305	245	2,100 00
Florence	8	6	4	4	20 00	19 00	95	60	335	218	1,440 00
Jackson	5	10	5	5	28 00	13 00	148	115	537	416	5,277 00
Joliet.....	7	9	9	21	30 00	20 00	830	797	3,167	2,214	8,000 00
Lockport....	10	8½	10	15	40 00	26 75	287	268	1,294	.....	5,836 80
Du Page	7	6½	2	2	25 00	12 00	131	81	486	.....	1,639 75
Wilton	5	7	4	5	29 66	17 50	150	112	420	.....	2,081 80
Manhattan ..	5	8	1	4	18 00	14 00	89	75	224	176	2,437 79
New Lenox..	16	7½	7	12	22 00	20 00	.....	.....	475	.....	2,808 00
Homer.....	8	7½	5	6	31 00	14 75	205	155	613	.....	5,400 00
Peotone.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Garden	3	3	2	1	28 80	16 00	77	23	429	262	4,197 14
Frankfort ...	19	7½	10	9	33 70	18 35	283	237	961	.....	13,143 29
Will.....	1	8	1	1	28 00	19 00	9	4	41	25	100 00
Monee	4	8½	2	7	34 00	17 50	191	157	472	328	2,861 09
Washington .	2	9	.....	3	.....	19 63	48	51	141	112	8,259 15
Crete.....	7	8	10	12	35 00	22 00	393	298	517	391	1,748 02
Wash'ton, fr'e	.....	.....	.....	.....	.....	.....	.....	2	79	48	.....
Crete, fract'n'l	1	6	2	2	33 00	14 50	.....	.....	109	■	1,989 53
Total	181	7½	110	154	.....	.....	4,086	3,422	14,074	5,927	89,545 18

COUNTY for the year ending October 1, 1858.

School funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer	Amount raised by tax for paying teachers	Amount paid to teachers	Amount paid for building, repairing and renting school houses ..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$412 15	.....	\$880 47	\$677 50	\$680 32	\$954 97	5	1	\$200 00
606 89	\$846 06	1,272 99	200 00	1,941 48	742 16	5	....	315 00
805 50	.....	895 19	200 00	2,198 88	2,150 00	4	.....	.....
531 25	35 00	590 12	.....	280 38	.....	6	1	1,020 00
827 39	1,451 53	1,564 06	1,164 21	3,921 09	2,638 27	10	.....	.....
552 85	496 17	1,092 07	.....	1,568 83	1,548 35	8	.....	.....
478 08	.....	540 76	.....	.....	.....	9	.....	.....
867 44	.....	698 98	172 00	870 98	870 98	4	.....	.....
490 96	.....	935 61	35 00	1,018 66	1,061 61	5	1	635 00
2,048 89	850 00	6,789 00	1,000 00	7,800 00	7,800 00	7	1	700 00
2,169 90	.....	2,444 49	6,206 58	9,154 12	8,801 07	8	1	1,760 00
515 21	550 48	871 64	44 00	1,276 91	1,024 70	6	.....	.....
446 25	.....	781 43	.....	661 22	661 22	5	.....	.....
375 78	120 00	595 00	758 00	715 00	708 00	5	1	758 00
472 00	931 20	875 77	610 42	1,698 95	1,501 19	9	.....	.....
615 23	.....	1,637 40	.....	2,637 92	2,015 42	8	1	1,000 00
.....
266 69	.....	302 83	.....	.....	.....	2	.....	.....
800 87	29 24	1,835 99	.....	1,819 87	1,875 99	10	.....	.....
189 87	.....	192 00	915 00	.....	952 00	1	1	915 00
511 42	.....	870 00	890 16	1,262 98	1,238 59	4	.....	.....
253 02	.....	402 74	1,486 34	692 11	1,520 14	3	.....	1,590 14
567 32	.....	2,059 59	850 00	2,177 62	2,177 62	7	2	850 00
60 28	.....	12 17	.....	60 28	12 17	.....	2	.....
99 19	.....	320 00	500 00	481 86	320 16	1	.....	500 00
12,223 43	4,809 67	28,180 50	15,759 21	43,513 32	40,610 20	132	12	10,913 14

TABULAR STATEMENT OF WILLIAMSON

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund..
	Whole number of schools.....	Average No. of months taught...	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	No. of white persons under 21...	Number of white persons between 21 and 25.....	
8 S. 1 E...	3	...	4	2	\$29 16	\$20 00	...	...	320	245	\$550 00
8 " 2 "...	3	...	4	...	25 00	25 00	119	87	504	344	576 49
8 " 3 "...	5	5 1/2	7	...	27 50	...	176	95	648	495	615 17
8 " 4 "...	5	...	5	...	29 00	...	120	100	635	423	730 00
9 " 1 "...	9	6	5	5	30 00	20 00	180	110	513	408	450 00
9 " 2 "...	5	...	4	1	22 50	25 00	162	175	490	334	1,067 76
9 " 3 "...	7	...	7	1	27 12	29 00	167	100	645	...	632 00
9 " 4 "...	6	6 1/2	5	1	31 67	15 00	220	231	670	455	790 00
10 " 1 "...	3	6	5	1	30 00	25 00	120	150	420	300	400 00
10 " 2 "...	5	6	5	...	29 50	...	...	...	549	...	349 00
10 " 3 "...	5	4	5	...	25 00	...	...	...	547	...	354 00
10 " 4 "...	4	4	4	...	25 00	...	99	38	521	266	534 39
	4	6	2	2	40 00	35 00	147	116	326	195	116 00
Total.....	73	6 1/2	62	13	23 96	24 25	1,460	1,270	6,778	3,565	7,165 25

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, re- pairing and renting school houses.....	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$347 87	\$368 79	\$574 00	.....	.....	\$808 02	4	1	.....
460 30	522 75	1,170 55	.....	\$1,034 70	886 78	6	.....	.....
544 35	.....	575 60	\$358 25	620 78	608 37	4	3	\$358 25
541 00	.....	900 00	.....	541 00	900 00	5	2	800 00
466 65	285 00	891 01	28 07	799 20	914 08	5	1	95 00
520 50	255 23	976 50	840 00	.....	1,127 87	5	2	320 00
535 76	529 47	1,128 00	209 08	1,352 79	1,352 79	.....	.....	.....
514 71	227 38	855 00	574 00	1,421 75	1,406 00	4	2	520 00
588 24	500 58	1,050 00	.....	682 20	1,050 00	.....	6	.....
518 70	819 00	890 00	275 00	1,200 00	.....	5	2	275 00
476 80	.....	797 03	200 00	.....	977 00	5	1	100 00
509 40	.....	403 50	85 00	750 79	547 50	5	2	150 00
275 50	658 44	.....	1,800 00	.....	.....	1	1	2,800 00
6,321 78	3,664 84	10,206 19	8,564 38	8,358 21	10,876 86	54	28	4,718 23

TABULAR STATEMENT OF WINNEBAGO

Townships	Schools		Teachers				Scholars and Youth				Principal of the township fund.
	Whole number of schools	Average No. of months taught.	Number of male teachers	Number of female teachers	Average salaries of males per month	Average salaries of females per month	Number of male scholars	Number of female scholars	Number of white persons under 21	Number of white persons between 21 and 25	
New Milford.	9	8	8	8	\$22 00	\$2 50	115	105	432	324	\$2,490 49
Howard	11	7	10	12	20 00	10 00	263	231	1,067	718	2,659 03
Durand	20	8 $\frac{1}{2}$	15	5	26 00	11 00	181	160	393	278	1,800 00
Owen	5	8	5	4	22 00	11 50	147	123	402	309	1,569 01
Roscoe	8	9	9	15	23 00	12 00	221	209	611	580	2,071 48
Winnebago..	8	8 $\frac{1}{2}$	11	8	25 52	18 52	200	116	609	437	1,756 00
Beward	5	8	5	5	23 25	12 00	157	130	512	350	1,552 27
Harrison	8	8	7	3	17 09	12 50	174	101	445	375	1,980 00
Lysander.....	10	7 $\frac{1}{2}$	5	8	26 16	14 00	257	200	897	591	3,494 84
Burritt.....	8	8	7	3	18 50	11 50	147	146	549	357	1,940 72
Cherry Valley	10	8	7	13	21 50	11 50	200	155	713	563	1,445 88
Harlem	10	7	8	12	18 50	12 75	165	151	590	475	2,653 53
Guilford	14	8	7	7	25 00	12 00	156	129	542	515	3,429 45
Rockton	8	8	5	7	25 71	17 00	172	208	649	425	2,095 72
Shiland	4	....	2	3	27 00	9 00	57	58	130	114	422 00
Rockford.....	11	....	8	30	50 00	17 83	1,201	1,176	3,786	2,492	3,800 00
Total.....	139	8	118	155	26 00	12 00	3,773	3,908	12,913	8,853	42,061 74

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.						School Houses.		
Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses..	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year	Whole cost of new school houses.
\$511 97	\$188 85	\$968 86	\$70 00	\$1,222 05	\$1,222 05	9	1	.....
767 29	.....	1,010 87	331 98	1,359 99	1,359 99	10	1	\$1,000 00
306 83	.....	400 00	.....	1,040 00	1,040 00	5	2	1,000 00
515 70	76 95	824 21	1,036 42	2,020 01	2,026 83	5	.....	998 99
551 88	472 58	1,873 67	1,552 03	3,126 99	3,871 13	9	1	571 47
586 44	400 00	1,409 95	679 88	762 04	1,442 95	2	1	1,350 00
560 62	273 64	899 60	.....	954 86	899 60	2	.....	.....
528 78	.....	700 00	.....	728 58	928 58	2	.....	.....
621 21	105 43	1,237 63	700 90	1,356 00	1,356 00	.....	.....	700 00
600 00	51 44	845 51	777 50	1,742 59	1,693 40	8	.....	.....
619 21	.....	1,183 00	.....	2,488 80	2,482 40	10	.....	.....
620 49	895 89	1,071 34	.....	1,781 26	1,781 26	2	.....	.....
619 67	298 50	913 17	.....	2,199 67	2,199 67	7	1	550 00
745 52	629 80	1,593 80	248 75	2,980 00	2,803 67	6	1	.....
421 00	.....	800 12	.....	463 20	300 12	3	2	.....
380 00	.....	10,479 00	.....	.....	.....	11	5	.....
8,956 61	2,891 43	25,212 23	5,396 56	24,224 14	39,197 65	109	16	6,165 46

TABULAR STATEMENT OF WOODFORD

Townships.	Schools.		Teachers.				Scholars and Youth.				Principal of the township fund...
	Whole number of schools.....	Average No of months taught ..	Number of male teachers.....	Number of female teachers.....	Average salaries of males per month.....	Average salaries of females per month.....	Number of male scholars.....	Number of female scholars.....	Number of white persons under 21	Number of white persons between 5 and 21	
T. 25 1 E..	6	7	6	1	\$22 50	\$15 00	50	62	140	140	\$1,229 00
" 25 1 W..	4	6	4	2	27 00	19 50	109	88	304	219	1,057 00
" 25 2 "	2	6	2	2	31 00	22 50	60	70	100	74	.....
" 26 1 E..	4	7	4	2	32 00	22 50	181	115	375	85	841 79
" 26 2 "	7	9	2	1	30 00	20 00	72	54	286	211	3,173 74
" 26 1 W..	18	10	5	5	40 00	25 00	319	271	554	400	3,216 49
" 26 2 "	6	8	3	2	33 00	22 00	240	100	341	130	642 20
" 27 1 E..	10	8	6	2	32 50	19 00	267	111	419	291	3,384 79
" 27 2 "	8	7	3	1	30 00	20 00	67	62	212	200	.....
" 27 1 W..	6	6	3	2	27 00	26 00	82	108	327	199	5,001 85
" 27 2 "	10	9	8	9	30 00	18 00	235	245	713	432	2,579 00
" 27 3 "	12	7	3	4	27 50	18 50	252	143	629	380	2,081 75
" 27 4 "	1	9	1	...	34 00	33 00	...	27	158	68	225 10
" 28 1 E..	1	6	2	1	30 00	17 00	18	7	152	97	6,966 00
" 28 2 "	6	16	3	3	33 33	25 00	28	36	169	106	7,079 94
" 28 1 "	3	6	3	3	32 00	.....	59	36	284	210	3,364 21
" 28 2 "	10	7	6	4	30 00	20 00	239	202	448	290	1,961 97
" 28 3 "	6	6	2	4	20 00	16 44	208	79	266	176	1,288 32
Total.....	109	7	71	48	30 00	19 00	2,524	1,866	6,023	3,708	44,093 81

COUNTY, for the year ending October 1, 1858.

School Funds—Receipts and Expenditures.

School Houses.

Amount of state fund received by the township treasurer.....	Amount raised by tax for paying teachers	Amount paid to teachers.....	Amount paid for building, repairing and renting school houses.	Whole amt received for school purposes.....	Whole amt expended for school purposes.....	Number of school houses.....	Number of new school houses erected during the year.....	Whole cost of new school houses.
\$465 33	.....	\$465 33	.....	\$463 33	\$447 33	3	.....	.....
464 10	.....	598 41	\$475 00	585 94	615 26	5	1	\$475 00
116 83	.....	225 00	.....	260 00	250 00	2	.....	.....
418 55	.....	554 00	28 50	502 70	564 00	4	.....	.....
353 24	\$40 00	713 13	113 24	794 39	774 29	3	.....	.....
955 14	1,874 57	2,983 00	159 00	3,452 00	3,452 00	.....	.....	.....
257 00	877 00	272 50	.....	934 00	322 50	6	2	.....
394 97	.....	717 79	97 23	820 60	815 02	3	.....	.....
132 32	.....	178 48	.....	1,007 58	1,002 69	1	.....	.....
288 18	.....	525 55	.....	788 34	484 88	3	.....	.....
669 88	1,050 00	1,947 78	600 00	2,677 78	2,677 78	3	1	900 00
681 25	.....	1,257 93	30 40	1,311 20	1,679 68	6	.....	.....
175 30	.....	251 00	.....	263 17	263 17	1	.....	.....
191 85	.....	144 00	.....	191 85	144 00	1	.....	.....
195 38	.....	352 58	1,068 63	1,917 65	1,421 21	2	2	1,068 13
285 53	.....	629 25	42 75	673 68	800 00	3	.....	.....
508 73	160 00	809 00	.....	1,484 52	1,477 25	5	2	2,400 00
261 68	.....	414 00	.....	490 48	414 00	3	.....	.....
6,817 31	2,801 57	13,049 00	2,614 75	18,601 42	17,105 18	59	8	4,843 63

COUNTY STATISTICS.

ABSTRACT OF THE SCHOOL COMMISSIONERS' REPORTS, FOR 1857 AND 1858.

Counties.	Whole number of schools taught.		No. of schools taught exclusively by male teachers.		No. of schools taught exclusively by female teachers.		No. of schools taught by males and females at the same time.		No. of schools taught by males and females at different times.		Whole No. of scholars in attendance at the schools.		Whole No. of male scholars in attendance at the schools.	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Adams.....	16	160	17	173	2	116	...	87	...	123	...	9,950	...	5,507
Alexander.....	91	25	44	31	31	5	...	2	1	3	504	775	254	363
Bond.....	77	97	1	50	4	38	3	2	12	12	2,982	4,042	1,589	2,155
Boone.....	56	73	28	38	15	4	2	2	70	72	4,050	4,289	1,964	2,155
Brown.....	137	169	19	46	36	19	8	12	80	27	2,233	2,767	1,020	1,509
Bureau.....	15	16	13	13	5	50	10	14	112	134	7,055	9,202	3,519	4,778
Calhoun.....	33	47	7	10	3	...	1	...	1	3	507	878	484	492
Carroll.....	35	100	50	58	36	4	2	7	48	45	1,590	3,412	1,378	1,828
Casa.....	68	91	38	29	20	41	6	2	87	64	3,607	3,892	1,931	1,959
Champaign.....	49	83	24	55	13	24	14	8	36	62	3,377	3,943	1,555	2,255
Christian.....	139	126	72	70	51	24	1	...	2	5	2,054	2,957	715	1,549
Clark.....	106	109	87	79	19	67	11	8	33	39	4,858	13,144	1,866	5,441
Clay.....	59	53	50	39	16	30	1	5	...	104	8,688	3,809	2,002	1,955
Clinton.....	128	133	87	89	85	13	...	8	14	9	1,952	1,135	1,012	631
Coles.....	155	162	17	120	25	60	20	21	6	28	4,007	7,194	2,113	3,580
Cook.....	117	134	61	78	25	24	15	16	110	110	14,452	18,148	7,962	10,005
Crawford.....	...	...	...	...	34	39	1	6	111	113	5,445	4,733	2,041	2,407
Cumberland.....	115	119	4	...	...	...	...	...	...	...	...	...	...	...
De Kalb.....	122	104	81	75	41	6	10	5	102	110	5,694	6,363	2,949	3,448
De Witt.....	99	94	16	21	41	29	5	4	...	7	3,168	3,606	1,710	1,873
Du Page.....	92	97	28	25	11	28	...	4	...	52	3,452	3,939	1,688	2,158
Edgar.....	36	47	39	33	13	14	1	1	62	57	4,493	5,075	2,354	3,459
Edwards.....	...	...	...	...	...	19	3	11	17	16	2,304	2,053	1,199	1,166

Edingham.....	50	57	44	46	6	11	....	....	....	2,167	2,608	1,121	1,330
Fayette.....	131	141	87	92	40	44	10	19	66	3,763	3,960	2,118	2,191
Franklin.....	60	72	50	60	11	9	36	31	46	2,644	3,268	1,556	1,951
Fulton.....	278	281	150	157	118	120	7	9	186	11,490	12,299	6,181	6,586
Gallatin.....	88	35	28	31	4	4	3	4	....	1,856	2,211	1,044	1,227
Greene.....	81	86	44	47	17	17	2	3	57	3,657	4,249	1,949	1,955
Grundy.....	55	63	24	20	28	30	5	8	20	2,064	2,788	953	1,314
Hamilton.....	47	55	43	48	3	5	1	3	3	2,241	2,637	1,195	1,392
Hancock.....	191	206	105	103	76	81	20	23	76	6,986	7,896	3,637	4,153
Hardin.....	18	25	16	23	2	2	....	1	2	743	890	233	511
Henderson.....	71	87	32	42	19	18	6	7	47	2,485	3,300	1,344	2,011
Henry.....	86	104	2	5	7	6	5	6	72	3,879	5,955	1,600	2,417
Iroquois.....	86	108	51	67	46	61	2	11	67	3,467	4,039	1,968	2,258
Jackson.....	53	58	38	55	9	7	7	2	4	2,778	4,128	1,344	1,946
Jasper.....	65	90	48	70	24	20	12	16	....	2,347	3,266	1,348	1,780
Jefferson.....	94	112	67	81	23	28	11	10	28	3,945	4,449	2,946	2,346
Jersey.....	72	25	52	35	31	30	23	26	26	4,647	2,650	1,959	2,053
Jo Daviess.....	144	156	66	69	62	65	42	48	56	6,430	7,140	3,386	3,684
Johnson.....	41	43	38	42	3	2	5	7	28	2,386	2,316	1,284	1,290
Kane.....	150	156	1	3	32	33	14	12	103	7,897	8,795	3,974	4,177
Kankakee.....	86	105	38	36	49	55	36	43	43	3,020	4,119	1,572	2,267
Kendall.....	82	83	10	14	18	17	5	4	68	3,276	3,599	1,728	1,863
Knox.....	244	263	93	114	93	108	35	41	165	8,810	9,835	4,475	5,176
Lake.....	112	114	81	20	27	21	3	4	98	5,625	6,252	2,807	3,245
La Salle.....	259	272	73	69	213	105	25	34	149	10,774	12,086	5,770	6,410
Lawrence.....	....	80	....	59	....	22	....	28	....	....	2,675	....	1,291
Lee.....	90	104	5	5	23	20	4	11	57	3,213	4,834	1,684	2,581
Livingston.....	42	85	17	19	22	35	10	21	20	1,524	2,466	683	1,176
Logan.....	100	97	67	70	29	27	8	3	104	3,129	3,483	1,674	1,827
McDonough.....	176	196	105	112	68	79	11	13	35	4,261	5,913	1,632	2,591
McHenry.....	138	142	3	5	20	29	8	9	108	7,621	8,084	3,897	4,306
McLean.....	154	206	87	135	58	70	23	43	82	3,928	7,625	2,096	4,076
Macon.....	64	73	45	43	17	24	5	5	30	2,966	3,492	1,606	1,985
Macoupin.....	136	198	87	115	30	52	14	23	29	5,302	6,299	2,818	3,133
Madison.....	152	168	78	103	43	45	26	27	48	11,748	12,418	6,550	6,457
Marion.....	63	100	55	66	23	31	10	17	15	2,525	4,354	934	1,608
Marshall.....	41	70	20	31	27	38	10	17	30	1,883	2,962	950	1,541
Mason.....	60	91	28	53	24	29	7	18	25	2,368	3,032	1,263	1,467
Massac.....	35	36	31	34	5	2	2	1	....	1,172	1,373	619	756
Menard.....	50	81	31	59	8	26	6	2	24	1,997	3,199	933	1,760

ABSTRACT—Continued.

Counties.	Whole number of schools taught.....		No. of schools taught exclusive by male teachers.....		No. of schools taught exclusively by female teachers.....		No. of schools taught by males and females at the same time.....		No. of schools taught by males and females at different times.....		Whole No. of scholars in attendance at the schools.....		Whole No. of male scholars in attendance at the schools.....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Mercer.....	87	97	13	29	9	15	3	15	66	57	3,817	4,371	1,673	2,313
Monroe.....	50	57	38	46	12	18	13	17	20	17	1,125	2,051	1,125	1,227
Montgomery.....	72	80	43	42	20	28	8	29	17	23	3,704	4,597	1,933	2,320
Morgan.....	96	110	41	37	16	13	13	5	42	55	3,077	5,425	2,740	2,904
Moultrie.....	41	32	34	24	8	5	6	3	23	8	2,168	1,525	1,126	861
Ogle.....	114	134	46	57	40	53	5	9	56	61	4,939	5,437	1,891	3,231
Peoria.....	126	147	18	23	39	26	4	6	77	84	5,875	7,244	3,518	3,963
Perry.....	55	71	46	50	19	21	4	4	23	16	2,785	2,664	1,479	1,412
Piatt.....	37	49	25	33	10	14	2	6	9	14	999	1,661	793	991
Pike.....	219	231	140	155	100	86	59	80	114	95	9,257	11,509	4,335	6,072
Pope.....	64	66	57	60	9	6	2	...	1	8	2,505	2,667	1,039	1,485
Pulaski.....	16	23	13	16	3	2	...	...	1	2	504	962	391	509
Putnam.....	33	34	...	3	4	6	4	4	20	26	1,420	1,597	687	806
Randolph.....	72	75	53	53	20	22	...	...	...	...	3,399	3,597	1,719	1,819
Richland.....	107	123	68	68	34	44	...	...	...	...	2,544	3,081	1,339	1,475
Rock Island.....	79	105	39	40	18	31	4	10	26	29	3,525	5,191	2,110	2,850
St. Clair.....	91	95	68	71	15	15	6	7	17	17	5,106	5,410	2,473	2,661
Saline.....	46	53	29	56	4	16	7	11	10	37	2,700	3,392	1,116	1,280
Sangamon.....	117	144	71	97	23	20	3	5	21	22	5,743	7,080	3,242	3,861
Schuyler.....	111	108	70	67	46	52	36	26	107	107	4,687	4,840	2,842	2,615
Scott.....	36	57	16	17	3	4	3	3	17	14	2,451	2,301	1,179	1,182
Shelby.....	...	100	...	...	...	...	...	...	...	...	...	4,100	...	2,500
Stark.....	95	99	33	47	...	36	...	...	...	40	2,594	3,957	1,356	1,646

Stephenson.....	135	124	65	66	53	44	29	15	32	70	6,391	7,032	3,745	4,015
Taswell.....	...	120	...	65	...	45	...	10	...	76	...	5,500	...	2,895
Union.....	65	60	58	...	6	...	...	...	...	...	3,184	4,382	1,719	1,782
Vermilion.....	157	185	82	105	49	70	27	29	63	68	5,604	7,118	2,923	3,886
Wabash.....	79	91	52	53	27	36	3	8	12	12	2,436	2,922	1,186	1,392
Warren.....	132	144	76	80	68	71	23	24	65	91	4,022	5,277	2,581	2,129
Washington.....	71	76	42	38	22	21	1	2	6	15	2,774	2,946	1,402	1,655
Wayne.....	111	118	93	99	28	45	20	26	17	34	4,292	4,642	2,268	2,416
White.....	...	61	...	55	...	10	...	3	...	26	...	3,546	...	1,592
Whitende.....	118	112	29	32	44	41	32	15	67	81	5,544	6,507	2,942	3,535
Will.....	...	141	...	47	...	73	...	10	...	148	...	8,380	...	...
Williamson.....	53	73	48	61	5	11	11	17	18	19	1,413	3,164	601	1,460
Winnebago.....	136	139	30	23	38	43	6	11	76	95	4,609	7,782	2,245	2,773
Woodford.....	93	109	51	65	31	37	10	24	27	40	2,431	4,360	1,956	2,524
	8,386	10,238	4,226	5,132	2,787	3,174	849	1,229	3,967	5,002	365,407	440,339	189,551	243,859

ABSTRACT--Continued.

Counties.	Whole number of female scholars in attendance at the schools.....		Whole number of white persons in the county under 21 years of age.		Whole number of white persons in the county between the ages of 5 and 21.....		Whole number of colored persons in the county under 21 years of age.....		Whole number of colored persons in the county between the age of 5 and 21.....		Number of male teachers.....	
	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.
Adams.....	.....	4,243	.....	21,020	.....	.....	.....	86	.....	.....	.....	86
Alexander.....	234	304	995	2,263	670	871	5	7	4	5	17	19
Bond.....	1,343	1,887	3,987	5,672	1,256	3,127	8	17	2	9	60	69
Boone.....	2,090	2,116	6,166	6,166	4,000	4,150	.....	.....	.....	.....	61	61
Brown.....	966	1,259	4,784	5,028	3,556	3,626	7	8	4	4	36	44
Bureau.....	3,472	4,508	6,018	12,302	2,796	7,370	2	2	.....	1	107	140
Calhoun.....	.....	396	2,329	2,502	1,497	1,594	.....	2	.....	2	18	26
Carroll.....	1,226	1,560	4,878	5,889	2,463	4,306	5	7	.....	5	45	54
Cass.....	1,676	1,903	6,394	6,212	4,673	4,444	15	15	11	11	53	50
Champaign.....	1,422	1,658	4,646	7,029	3,356	5,354	.....	5	.....	2	46	64
Christian.....	617	1,408	2,558	5,516	1,077	4,924	.....	10	.....	8	34	49
Clark.....	1,377	6,581	7,081	8,069	2,512	4,808	3	12	3	5	94	81
Clay.....	1,659	1,789	.....	5,173	.....	2,453	.....	8	.....	4	76	83
Clinton.....	516	434	3,924	4,991	2,052	1,509	34	54	21	12	53	40
Coles.....	1,116	2,792	8,590	10,494	425	6,821	5	16	5	9	79	130
Cook.....	6,456	8,146	29,199	61,517	3,900	35,352	9	11	3	11	119	129
Crawford.....	1,591	2,253	6,082	5,413	4,681	5,017	22	16	16	16	90	89
Cumberland.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
De Kalb.....	2,559	2,901	4,513	3,841	581	3,121	1	16	1	14	110	116
De Witt.....	1,661	1,733	5,489	5,626	4,268	3,833	.....	.....	.....	.....	50	63
Du Page.....	1,545	1,742	6,706	6,820	4,223	4,309	1	.....	.....	.....	76	.....
Edgar.....	1,735	1,955	4,758	5,618	2,532	5,094	16	22	10	19	69	88
Edwards.....	1,020	896	2,239	3,110	626	1,763	26	34	16	21	29	26

ABSTRACT—Continued.

Counties.	Whole number of female scholars in attendance at the schools.....		Whole number of white persons in the county under 21 years of age.		Whole number of white persons in the county between the ages of 5 and 21.....		Whole number of colored persons in the county under 21 years of age.....		Whole number of colored persons in the county between the ages of 5 and 21.....		Number of male teachers.....	
	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.
Mercer.....	1,805	2,062	6,639	7,016	5,085	5,432	.....	3	.....	2	68	75
Monroe.....	792	826	6,156	6,189	1,202	4,468	14	14	.....	9	48	50
Montgomery.....	1,762	2,252	5,700	6,723	3,957	4,599	1	1	.....	1	74	86
Morgan.....	2,327	2,502	7,021	10,218	3,137	5,986	82	78	.....	54	87	89
Moultrie.....	925	724	3,140	2,814	2,424	2,571	1	1	.....	1	40	29
Ogle.....	1,729	2,873	2,946	10,079	1,233	5,280	.....	10	.....	4	77	100
Peoria.....	3,057	3,381	14,228	16,376	9,386	10,921	39	50	.....	34	98	134
Perry.....	1,289	1,313	4,241	4,650	3,338	3,766	9	9	.....	5	47	50
Piatt.....	606	870	2,286	2,739	1,840	1,982	1	1	.....	1	28	38
Pike.....	4,409	5,462	11,475	14,442	7,342	9,728	13	14	.....	13	160	161
Pope.....	1,039	954	4,254	4,783	1,837	2,451	38	60	.....	38	49	51
Pulaski.....	413	453	1,412	1,707	1,074	1,255	4	9	.....	7	15	26
Putnam.....	762	804	2,683	2,953	1,642	1,888	4	3	.....	1	29	32
Randolph.....	1,680	1,778	7,933	8,091	5,893	5,998	290	290	.....	196	50	38
Richland.....	1,183	1,468	4,757	5,077	1,535	2,582	1	1	.....	1	62	89
Rock Island.....	1,715	2,341	9,296	10,690	.....	6,709	3	27	.....	24	66	85
St. Clair.....	2,070	2,116	14,379	15,691	5,323	9,582	25	132	.....	53	89	96
Saline.....	1,075	1,259	4,067	5,371	2,168	3,775	18	18	.....	12	56	41
Sangamon.....	2,501	3,169	5,221	16,294	1,056	8,909	12	338	.....	110	121	133
Schnyler.....	2,285	2,223	7,288	7,899	4,130	5,819	20	85	.....	25	75	70
Scott.....	1,072	1,119	4,335	4,446	3,074	3,054	17	13	.....	12	37	35
Shelby.....	.....	1,600	.....	7,575	.....	.....	.....	.....	.....	.....	.....	60
Stark.....	1,236	1,321	4,244	4,595	3,199	3,419	.....	.....	.....	.....	50	67

Stephenson.....	3,007	3,180	6,650	11,818	2,965	7,988	.....	1	.....	1	.....	112	103
Tazewell.....	.....	2,409	.....	10,810	.....	5,631	.....	13	.....	10	.....	.....	103
Union	1,503	1,551	5,868	5,685	4,106	4,294	39	38	26	21	64	64	64
Vermilion	2,709	3,351	7,090	11,596	3,463	7,177	2	6	2	5	111	126	126
Wabash.....	1,251	1,430	1,980	3,621	.....	1,697	.....	24	.....	18	48	42	42
Warren	1,871	2,132	6,738	8,606	3,780	5,491	11	12	7	8	92	95	95
Washington.....	1,372	1,291	5,297	5,803	4,159	4,121	6	7	2	2	54	64	64
Wayne.....	2,100	2,370	6,942	7,553	5,008	5,571	.....	.....	.....	.....	96	96	96
White.....	.....	1,192	.....	6,951	.....	.....	.....	.....	.....	.....	.....	65	65
Whiteside.....	2,644	3,392	3,864	8,815	2,172	6,313	.....	5	.....	.....	74	80	80
Will.....	.....	.....	.....	14,074	.....	.....	.....	11	.....	7	.....	110	110
Williamson.....	494	1,270	6,380	6,778	865	3,565	3	15	2	8	51	62	62
Winnebago.....	1,646	3,908	6,563	12,415	2,116	8,853	1	13	1	7	85	118	118
Woodford.....	1,479	1,866	4,533	6,023	3,220	3,708	.....	.....	.....	.....	60	71	71
Total.....	151,629	213,254	545,833	809,879	285,025	470,540	1,792	2,801	1,242	1,714	6,331	7,503	

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ABSTRACT—Continued.

Counties.	No. of female teachers.		The highest monthly compensation paid to male teachers.....		The lowest monthly compensation paid to male teachers.....		The lowest monthly compensation paid to female teachers.....		The average monthly compensation paid to male teachers.....		The average monthly compensation paid to female teachers.....		Amount of principal of the county fund.....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Adams .....	.....	128	.....	\$76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alexander	2	6	\$50	76	.....	.....	.....	.....	.....	.....	.....	.....	\$512	\$512
Bond	41	51	60	50	80	31	20	16	28	20	21	20	8,420	8,420
Boone	71	79	62	55	20	20	15	4	28	28	11	11	.....	.....
Brown	24	27	50	50	35	35	20	15	31	30	24	23	.....	.....
Bureau	158	162	66	80	33	32	19	11	39	30	14	.....	.....	.....
Calhoun	6	3	50	40	30	25	25	20	34	32	25	25	.....	.....
Carroll	39	64	50	50	50	50	16	13	25	.....	.....	9	.....	16,000
Cass	47	46	80	85	40	38	20	15	.....	.....	.....	.....	661	661
Champaign	33	62	90	96	48	48	16	12	29	33	20	20	1,403	1,403
Christian	15	21	57	60	45	32	16	13	30	30	20	20	.....	.....
Clark	63	95	35	33	25	25	16	10	25	25	18	18	621	621
Clay	15	26	37	37	17	30	27	10	27	26	.....	.....	975	975
Clinton	15	14	40	40	33	33	20	15	29	32	20	23	.....	.....
Coles	35	59	50	55	35	40	15	5	31	.....	16	.....	1,339	1,339
Cook	172	199	150	200	50	50	14	6	30	21	21	20	3,813	3,813
Crawford	34	43	40	40	20	33	9	8	24	26	15	16	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
De Kalb	119	119	80	80	28	28	12	6	24	23	12	13	.....	.....
De Witt	16	27	50	48	35	35	20	12	32	31	21	17	.....	.....
De Page	110	.....	40	50	30	30	15	5	.....	.....	.....	.....	.....	.....
Edgar	64	70	75	75	40	40	20	15	.....	.....	.....	.....	592	592
Edwards	19	23	30	30	20	33	20	5	30	25	16	16	789	789

Emingham	5	9	33	35	35	20	20	15	10	29 00	25 00	17 00	18 00	98	98
Fayette	42	46	42	50	25	12	15	9	10	25 00	26 00	21 00	18 00	971	971
Franklin	18	9	35	33	29	15	17	18	10	25 00	26 00	21 00	18 00	796	796
Fulton	150	133	86	96	36	18	13	7	7	38 00	32 00	19 00	17 00	863	864
Gallatin	7	9	90	90	40	20	25	20	16	35 00	34 00	28 00	27 00	1,592	1,592
Greene	40	56	60	60	40	20	25	12	17	25 00	25 00	13 00	13 00	756	756
Grundy	41	58	88	88	25	17	12	10	8	28 00	27 00	23 00	23 00	683	683
Hamilton	6	8	50	50	30	25	20	14	14	31 00	33 00	20 00	21 00	830	830
Hancock	103	102	100	100	40	15	15	10	10	32 00	32 00	20 00	27 00	1,305	1,305
Hardin	2	3	40	40	25	25	30	...	25	...	...	...	...	823	823
Henderson	38	37	50	42	28	18	12	13	10	32 00	28 00	13 00	13 00	1,059	1,059
Henry	84	112	76	83	33	10	16	8	10	28 00	28 00	20 00	19 00	1,000	1,000
Iroquois	40	55	50	50	26	15	10	8	8	30 00	28 00	26 00	20 00	4,043	4,043
Jackson	12	12	45	40	33	20	22	16	15	25 00	28 00	19 00	20 00	2,950	2,950
Jasper	18	24	30	75	25	18	20	12	12	...	...	...	...	593	593
Jefferson	26	29	142	52	30	15	15	13	13	40 00	35 00	20 00	20 00	953	953
Jersey	35	37	50	50	35	30	25	12	15	29 00	33 00	14 00	18 00	1,706	1,706
JoDavies	100	115	50	50	40	12	16	12	7	...	29 00	...	26 00	...	...
Johnson	3	2	40	35	33	25	20	25	25	...	...	...	...	...	...
Kane	154	171	98	88	32	14	10	6	6	29 00	29 00	18 00	18 00	...	...
Kankakee	49	62	50	50	28	16	12	8	8	...	...	...	...	...	...
Kendall	37	85	75	75	37	18	12	8	8	...	...	...	...	...	...
Knox	175	181	37	36	18	22	21	11	11	28 00	28 00	15 00	14 00	...	...
Lake	107	106	50	58	28	16	16	6	6	25 00	26 00	13 00	14 00	...	...
LaSalle	199	203	100	100	32	15	16	6	7	29 00	32 00	19 00	17 00	...	...
Lawrence	...	27	...	40	...	...	15	...	9	...	...	...	...	...	...
Lee	89	111	100	100	35	14	12	8	7	31 00	13 00	16 00	17 00	...	...
Livingston	43	73	45	50	54	25	20	8	12	32 00	31 00	19 00	17 00	...	...
Logan	36	26	50	70	40	28	20	16	10	...	...	...	...	50	50
McDonough	47	58	50	50	31	15	15	10	10	27 00	28 00	...	17 00	...	...
McHenry	106	182	70	70	28	10	10	6	6	26 00	26 00	14 00	13 00	785	784
McLean	66	94	55	70	31	15	14	13	10	29 00	32 00	19 00	19 00	...	...
Macon	24	30	50	84	30	20	20	11	15	...	...	...	...	...	700
Macoupin	44	71	50	50	35	15	20	10	13	26 00	...	17 00	...	...	...
Madison	71	71	75	83	40	25	20	15	15	...	...	...	...	...	...
Marion	27	33	40	38	42	10	15	10	10	23 00	26 00	20 00	17 00	1,307	1,307
Marshall	23	44	43	40	22	29	26	18	15	38 00	33 00	20 00	19 00	...	...
Mason	...	...	45	75	38	20	16	11	...	31 00	22 00	21 00	...	...	...
Massac	3	4	43	40	30	20	25	7	10	29 00	29 00	19 00	21 00	...	...
Menard	18	33	60	60	48	23	20	15	10	...	...	...	...	...	...

ABSTRACT—Continued.

Counties.	No. of female teachers.		The highest monthly compensation paid to male teachers.....		The lowest monthly compensation paid to male teachers.....		The lowest monthly compensation paid to female teachers.....		The average monthly compensation paid to male teachers.....		The average monthly compensation paid to female teachers.....		Amount of principal of the county fund....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Mercer.....	53	53	\$70	\$85	\$17	\$14	\$8	\$10	\$32 00	\$31 00	\$19 00	\$19 00	\$812	\$888
Monroe.....	15	14	45	35	16	20	18	18	32 00	21 00	26 00	22 00	112	112
Montgomery.....	48	43	50	35	20	20	12	15	30 00	35 00	16 00	20 00	473	473
Morgan.....	69	67	100	35	25	21	15	18	.....	.....	.....	.....	335	335
Montrie.....	17	8	40	25	20	20	16	18	30 00	31 00	30 00	23 00	.....	.....
Ogle.....	88	103	50	30	15	15	8	8	27 00	27 00	15 00	15 00	.....	.....
Peoria.....	141	143	100	60	16	15	10	7	33 00	32 00	19 00	18 00	.....	.....
Perry.....	23	24	45	35	15	18	12	10	26 00	27 00	19 00	20 00	4,934	4,481
Platt.....	11	12	47	30	20	20	15	15	31 00	.....	23 00	.....	.....	.....
Pike.....	120	120	50	30	20	16	8	8	33 00	33 00	19 00	19 00	473	173
Pope.....	4	8	60	35	15	15	16	20	.....	.....	.....	.....	.....	535
Pulaski.....	6	6	45	30	22	22	20	30	39 00	38 00	27 00	31 00	509	509
Putnam.....	39	39	41	35	16	24	12	16	28 00	32 00	18 00	19 00	1,308	1,850
Randolph.....	40	30	50	40	20	28	20	20	30 00	33 00	25 00	28 00	.....	.....
Richard.....	31	57	31	30	17	15	7	8	.....	.....	.....	.....	.....	.....
Rock Island.....	53	73	100	45	15	10	8	8	.....	.....	.....	.....	.....	.....
St. Clair.....	29	25	83	66	10	12	8	10	37 00	37 00	27 00	28 00	1,326	1,325
Saline.....	8	16	40	45	20	20	20	20	28 00	.....	22 00	23 00	741	6,741
Sangamon.....	65	66	80	40	15	20	14	15	37 00	36 00	25 00	24 00	220	220
Schuyler.....	52	57	55	40	20	16	10	8	33 00	30 00	21 00	21 00	.....	.....
Scott.....	23	23	60	30	25	26	15	15	38 00	39 00	21 00	23 00	.....	.....
Shelby.....	18	18	45	25	18	18	15	15	.....	30 00	.....	23 00	.....	.....
Stark.....	65	59	40	31	18	15	8	8	27 00	28 00	17 00	17 00	221	221

Stephenson.....	107	95	39	39	20	20	22	32	12	12	28 00	27 00	16 00	15 00	.....	.....
Tasewell.....	.....	86	.....	70	.....	.....	.....	16	.....	12	.....	33 00	.....	23 00	.....	490
Union.....	8	9	30	45	40	40	35	27	25	28	.....	.....	.....	.....	759	.....
Vermilion.....	79	90	05	67	40	40	20	18	12	12	.....	29 00	.....	20 00	3,541	4,830
Wabash.....	24	24	40	40	18	18	12	17	0	8	28 00	25 00	12 00	12 00	.....	.....
Warren.....	86	95	60	50	35	35	15	15	8	8	26 00	27 00	16 00	15 00	741	710
Washington.....	29	33	33	33	21	21	24	25	18	15	28 00	29 00	19 00	21 00	433	438
Wayne.....	32	43	60	60	25	25	15	16	12	10	24 00	25 00	19 00	19 00	1,049	1,049
White.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,600
Whiteside.....	129	109	65	66	51	51	11	12	8	12	34 00	31 00	19 00	19 00	.....	175,000
Will.....	.....	154	.....	83	.....	.....	.....	12	.....	8	.....	.....	.....	.....	.....	953
Williamson.....	4	13	33	40	25	25	20	20	15	15	28 00	24 00	22 00	24 00	.....	.....
Winnebago.....	117	155	40	84	28	28	12	11	4	8	24 00	26 00	12 00	12 00	1,004	1,483
Woodford.....	47	48	70	70	33	33	17	15	12	12	29 00	30 00	21 00	19 00	.....	.....
	4,886	5,878	160	200	54	60	9	10	3	6	29 15	29 66	19 68	19 48		

ABSTRACT—Continued.

Counties.	Amount of interest of the county fund.....		Amount of fines paid to school commissioner by justices of the peace		Amount of principal of the township fund...		Amount of interest of the township fund paid into the township treasury.....		Amount of state or common school fund received by the township treasurer	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Adams.....						\$56,730		\$5,958		\$18,001
Alexander.....	\$11	\$34		\$71	\$6,000	15,254	\$518	905	\$1,890	2,048
Bond	884	842	\$98	71	22,137	22,108	1,763	1,907	6,194	7,060
Boone			48	25	15,139	15,139	1,385	1,385	5,603	5,861
Brown				67	13,010	13,270	1,227	1,246	4,555	4,951
Bureau			9	41	29,725	46,373	3,063	4,260	9,762	12,238
Calhoun.....			40	16	7,826	7,826	706	702	2,409	2,756
Carroll.....		1,125		8	10,161	41,007	1,005	3,213	5,413	5,652
Cass	66	66			26,127	29,711	2,570	2,675	5,540	6,175
Champaign	140	140	118	24	76,429	87,994	5,988	6,997	6,205	7,138
Christian.....					21,938	33,858	1,750	2,519	4,141	6,555
Clark	62	62		83	22,644	22,843	1,782	1,715	8,023	11,845
Clay.....	27	50	50	39	24,891	24,891	2,023	1,759		5,767
Clinton					25,347	21,711	2,154	1,910	4,859	4,823
Coles	125	125	71	329	73,667	80,790	4,130	6,959	11,051	13,122
Cook	350	170	72	270	249,919	254,668	29,684	36,259	34,792	36,309
Crawford.....			80	15	21,317	21,327	2,218	2,293	6,161	6,758
Cumberland										
De Kalb			54	258	38,583	35,263	2,920	3,817	7,368	7,803
De Witt					25,396	25,436	1,748	999	5,666	6,813
Du Page			23	75	16,263	16,304	1,412	1,621	6,129	6,768
Edgar	58	58	131	277	39,510	40,699	3,931	3,538	5,224	9,477
Edwards	75	75	46	60	9,121	9,112	812	884	3,487	3,149

Elmham	9	10	44	46	15,469	15,622	1,547	1,562	4,466	4,891
Fayette					25,942	27,060	2,487	2,937	7,254	8,749
Franklin	97	97	185	268	5,795	6,182	489	567	3,657	5,617
Fulton	128	66	38	110	43,090	43,157	4,286	3,822	15,048	16,404
Gallatin	86	86	120	148	9,929	9,929	665	965	4,058	4,313
Greene		143			22,429	24,824	2,175	2,397	6,271	8,067
Grundy					39,138	42,110	2,902	3,201	2,984	4,886
Hamilton	76	76	501	144	18,710	23,044	1,683	1,916	5,070	.....
Hancock	25	55		40	49,021	82,949	7,685	8,885	10,890	12,760
Hardin	83	83	9	93	6,823	6,899	661	646	2,300	2,756
Henderson					17,147	21,877	1,632	2,199	3,555	4,305
Henry					66,715	79,088	6,271	6,178	6,231	7,373
Iroquois	41	99	34	63	50,221	52,769	4,228	3,799	6,710	8,018
Jackson					8,975	10,112	801	742	5,725	6,100
Jasper	82	82			17,885	31,017	1,736	2,439	3,778	6,123
Jefferson			132	152	14,161	15,329	1,572	1,409	6,742	7,600
Jersey	100	100	12	14	39,002	38,631	3,720	3,048	4,842	5,491
Jo Daviess		1,083		501	59,458	59,785	4,170	5,375	10,625	13,532
Johnson	295	295	115	106	6,125	6,126	576	613	4,405	4,930
Kane			38	101	22,484	22,869	1,922	2,190	11,724	12,919
Kankakee					61,198	52,777	4,810	4,599	6,672	7,813
Kendall					23,076	23,688	1,885	2,174	5,080	5,571
Knox	59	59	203	245	34,848	35,448	3,386	3,155	12,784	12,903
Lake	95	95		3	38,100	38,358	3,509	3,531	8,412	9,335
La Salle	77	290	25	580	97,478	98,375	7,412	8,422	17,515	20,637
Lawrence					.....	.....	.....	.....	.....	5,317
Lee				570	33,526	35,319	2,315	1,860	6,259	8,678
Livingston					36,157	56,089	2,754	4,511	4,118	8,072
Logan	5	5	25	42	36,741	40,742	3,822	3,742	5,631	6,772
McDonough					27,285	28,423	2,599	2,625	6,256	7,330
McHenry	230	20	245		28,155	28,121	26,62	2,362	10,055	11,255
McLean				29	39,955	62,258	2,804	5,342	7,292	13,671
Macon					37,477	37,690	.....	1,550	3,688	4,575
Macoupin	3,457			252	34,914	48,788	.....	.....	.....	11,672
Madison				358	43,165	61,156	5,435	5,226	11,061	12,554
Marion	131	131	200	77	14,621	18,285	1,438	1,784	5,946	7,164
Marshall					.....	34,412	.....	3,441	.....	5,652
Mason					20,443	28,313	1,714	2,545	3,775	5,760
Massac			225		9,100	9,769	635	847	3,348	4,137
Menard				125	12,226	14,717	1,023	1,405	3,800	5,659

ABSTRACT—Continued.

Counties.	Amount of interest of the county fund.....		Amount of fines paid to school commissioner by justices of the peace.....		Amount of principal of the township fund...		Amount of interest of the township fund paid into township treasury.....		Amount of state or common school fund received by the township treasurer.....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Mercer.....	\$81	\$88	\$21	\$25	\$18,773	\$19,173	\$1,844	\$1,768	\$3,852	\$6,668
Monroe.....	11	11	104	172	20,539	22,139	2,003	2,138	5,582	6,088
Montgomery.....	47	47	218	134	21,703	22,821	2,226	2,385	5,881	7,970
Morgan.....	33	33	186	75	54,257	54,746	5,147	6,043	7,493	10,457
Moultrie.....	.....	.....	.....	.....	12,456	8,545	1,042	653	3,219	2,667
Ogle.....	.....	.....	.....	3	61,133	61,133	5,344	5,344	8,471	9,240
Peoria.....	.....	.....	853	817	39,517	42,591	4,796	5,153	14,215	14,960
Perry.....	498	448	114	77	13,346	8,692	1,244	1,360	4,710	5,599
Piatt.....	.....	.....	14	108	24,551	25,691	1,779	1,729	2,773	3,162
Pike.....	47	47	210	172	54,252	56,184	522	4,785	15,903	14,284
Pope.....	.....	55	.....	.....	10,771	13,066	1,246	1,136	4,284	4,684
Pulaski.....	85	26	.....	.....	11,634	11,698	1,098	1,104	1,655	2,199
Putnam.....	68	185	.....	51	20,880	20,892	2,098	2,072	3,771	3,023
Randolph.....	.....	.....	98	87	22,851	22,851	2,238	2,258	7,066	7,706
Richland.....	.....	.....	47	154	13,482	18,231	1,228	1,730	4,999	5,257
Rock Island.....	.....	.....	.....	.....	20,188	19,281	1,902	1,765	7,810	8,593
St. Clair.....	106	111	798	236	53,047	54,292	5,466	5,460	13,358	14,879
Saline.....	74	674	121	96	7,668	8,321	676	951	4,069	4,639
Sangamon.....	22	22	92	79	37,466	55,612	3,410	4,265	10,506	15,251
Schuyler.....	.....	.....	.....	95	24,684	30,505	2,761	2,937	5,928	6,596
Scott.....	.....	.....	105	31	12,338	12,343	1,059	1,105	4,246	4,259
Shelby.....	.....	.....	.....	.....	.....	30,000	.....	8,000	.....	12,000
Stark.....	22	22	28	106	12,653	12,655	965	933	3,525	4,063

Stephenson.....						38,647	40,189	3,778	4,017	7,902	9,029
Tazewell		49			250		52,974		5,305		10,664
Union	8			58		11,994	11,117	780	603	5,562	6,453
Vermilion	354	483		178	1,354	50,310	62,564	4,259	5,385	10,368	13,251
Wabash.....				28	95	13,602	13,838	1,212	1,118	3,275	3,873
Warren.....	75	75		226	270	22,123	22,883	2,200	2,282	7,723	8,950
Washington	49	27		148	255	24,763	25,506	2,399	2,479	6,761	7,205
Wayne.....	105	105		34	20	22,319	23,986	2,401	2,353	7,668	7,967
White							13,871		905		7,924
Whiteside		17,500			95	37,910	48,400	3,940	4,872	11,247	12,436
Will.....		130					89,545		8,038		13,263
Williamson.....						5,646	7,165	517	678	4,372	6,322
Winneshago.....	116	115			256	38,133	42,062	3,959	4,059	7,591	8,957
Woodford.....				220	394	43,416	44,093	4,037	4,711	6,595	6,817
				6,896	10,217	2,810,451	3,328,781	248,212	307,968	612,675	801,218

ABSTRACT—Continued.

County.	Amount raised by ad valorem tax for paying teachers		Amount paid for teachers' wages		Amount paid for school house lots		Amount paid for building, repairing and renting school houses		Amount paid for school furniture		Amount paid for school apparatus	
	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.
Adams .....	...	\$15,438	...	\$30,189	...	\$325	...	\$12,295	...	\$567	...	\$300
Alexander	\$698	235	\$2,297	2,887	\$130	234	\$158	50	...	...	...	...
Bond	1,284	2,214	9,458	9,553	10	10	4,242	5,106	\$86	88	...	...
Boone	3,010	3,274	9,591	10,612	66	380	5,455	12,441	...	264	\$25	25
Brown	4,668	4,111	7,184	7,185	...	15	3,050	2,219	94	85	...	147
Bureau	5,552	4,944	17,630	22,551	169	638	14,766	14,988	320	260	3	89
Calhoun .....	...	230	2,747	3,120	...	...	543	519	...	6	...	16
Carroll	661	1,460	3,098	9,382	107	15	7,926	5,382	25	242	10	69
Cass	4,128	4,646	11,920	12,848	...	...	1,268	2,403	75	24	...	55
Champaign .....	...	1,286	8,007	12,181	17	20	4,112	5,552	132	271	10	197
Christian	909	1,902	5,775	9,600	5	...	926	5,844	...	269	16	15
Clark	1,289	2,265	7,100	10,789	37	30	2,656	3,559	54	121	...	...
Clay .....	...	2,811	...	9,504	7	45	2,118	3,001	51	71	...	...
Clinton	854	1,539	6,725	7,050	74	200	1,965	6,116	5	...	7	...
Coles	2,193	1,960	10,857	18,085	700	5	5,836	6,726	16	303	7	3
Cook	7,855	7,008	52,098	67,521	2,243	7,126	69,874	92,260	5,509	4,449	76	285
Crawford	1,125	1,277	3,327	9,627	10	25	3,446	1,621	10	150	66	...
Cumberland .....	...	...	...	...	...	...	...	...	...	...	...	...
De Kalb	4,688	5,021	11,814	18,138	193	593	12,977	22,572	49	233	8	57
De Witt	2,859	3,451	9,549	10,722	...	30	590	1,582	214	112	...	22
De Page	5,925	5,689	10,989	11,818	350	127	10,563	5,678	310	320	19	17
Edgar	3,939	1,591	12,527	12,210	98	195	7,962	5,955	79	141	10	4
Edwards	343	297	5,693	3,448	80	...	781	1,454	17	45	...	...

Bingham	40	183	4,874	5,592	.....	.....	1,588	813	51	.....	.....	.....
Fayette	2,286	1,892	7,988	9,567	.....	.....	5,636	1,127	100	.....	.....	.....
Franklin	1,422	2,286	5,087	7,175	18	.....	2,043	1,904	.....	28	.....	78
Fulton	11,123	16,926	27,655	31,838	406	.....	7,517	13,555	415	481	25	32
Gallatin	4,175	3,784	4,063	9,473	15	.....	1,425	1,058	.....	.....	.....	.....
Greene	5,478	11,166	14,903	18,593	.....	.....	1,357	2,580	.....	15	.....	.....
Grundy	751	2,147	7,750	9,127	5	.....	3,747	3,977	.....	107	.....	.....
Hamilton	2,285	3,491	7,660	9,461	25	.....	2,445	1,244	16	66	.....	60
Hancock	9,887	5,329	20,662	25,126	235	.....	17,933	15,121	650	94	5	40
Hardin	.....	533	2,606	3,500	.....	.....	.....	642	1	76	6	.....
Henderson	2,276	2,785	5,590	7,420	1	.....	2,367	5,158	5	115	.....	14
Henry	6,169	6,918	12,706	16,804	2,606	.....	8,936	14,987	313	690	47	28
Iroquois	737	1,464	9,543	9,821	111	.....	3,495	5,870	27	96	.....	1
Jackson	1,504	6,498	5,415	8,881	35	.....	905	663	91	74	3	4
Jasper	457	455	5,031	7,561	.....	.....	1,653	2,307	35	35	4	11
Jefferson	2,078	6,286	8,725	11,061	55	.....	1,971	1,777	50	75	5	56
Jersey	9,344	9,047	9,671	8,688	100	.....	2,680	5,988	33	61	67	42
Jo Daviess	6,376	15,332	14,536	24,300	406	.....	8,878	5,162	224	287	84	.....
Johnson	2,545	2,440	6,027	6,779	117	.....	1,369	1,593	20	65	60	35
Kane	21,647	23,734	26,284	29,541	460	.....	15,136	12,251	870	411	104	238
Kankakee	1,656	1,629	6,894	9,191	1,712	.....	4,748	7,083	202	35	4	.....
Kendall	5,905	4,899	12,086	11,296	390	.....	9,313	5,520	50	246	100	158
Knox	14,152	12,792	21,352	22,180	501	.....	16,871	10,685	52	187	4	5
Lake	5,096	6,209	15,343	16,230	357	.....	8,857	7,354	78	73	75	114
La Salle	39,934	38,643	25,999	35,277	314	.....	27,819	25,321	1,705	324	236	236
Lawrence	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lee	3,778	2,640	13,298	18,273	916	.....	13,752	16,007	1,078	1,306	822	58
Livingston	873	878	5,339	9,197	10	.....	5,188	12,316	41	20	.....	.....
Logan	2,137	7,432	8,245	11,660	71	.....	4,047	7,940	27	40	.....	40
McDonough	1,660	2,406	7,745	10,784	150	.....	3,259	6,283	14	.....	.....	.....
McHenry	8,026	10,817	20,609	20,164	120	.....	13,051	12,910	374	486	103	110
McLean	2,824	9,498	11,479	23,012	125	.....	7,753	13,831	68	1,123	.....	343
Macon	2,222	6,400	6,192	10,558	.....	.....	2,934	9,431	.....	937	.....	58
Macoupin	6,862	9,309	12,832	16,639	85	.....	7,534	6,778	98	53	50	13
Madison	12,268	15,023	26,090	34,035	501	.....	9,428	14,997	171	666	70	121
Marion	693	420	7,077	9,408	17	.....	1,651	5,281	185	54	.....	.....
Marshall	.....	6,667	.....	12,810	.....	.....	.....	4,386	.....	.....	.....	75
Mason	894	2,064	5,036	8,878	32	.....	2,526	5,106	15	133	.....	.....
Massac	1,030	1,393	3,700	5,109	430	.....	1,188	1,824	17	56	.....	.....
Menard	4,316	8,536	9,084	14,320	65	.....	5,835	10,013	.....	240	.....	.....

ABSTRACT—Continued.

Counties.	Amount raised by ad valorem tax for paying teachers.....		Amount paid for teachers' wages.....		Amount paid for school house lots.....		Amount paid for building, repairing and renting school houses.....		Amount paid for school furniture.....		Amount paid for school apparatus.....	
	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.	1857.	1858.
Mercer.....	\$6,285	\$5,379	\$13,232	\$12,985	\$600	.....	\$5,295	\$11,443	\$44	\$1,045	\$80	\$60
Monroe.....	2,514	4,061	9,990	8,824	.....	\$27	1,041	1,499	.....	.....	.....	13
Montgomery.....	3,370	3,698	8,969	8,768	1	35	1,980	3,291	15	14	8	.....
Morgan.....	9,286	16,768	20,172	25,766	.....	60	6,007	11,477	259	158	166	20
Montrie.....	416	259	480	143	10	6	1,623	607	67	.....	.....	.....
Ogle.....	2,204	2,657	13,168	15,380	245	303	8,918	7,819	211	84	123	65
Peoria.....	19,904	20,489	28,198	34,099	4,287	4,797	34,891	21,770	2,745	1,343	10	50
Perry.....	.....	2,314	7,062	7,859	10	.....	1,574	1,583	.....	27	.....	.....
Flatt.....	732	338	3,377	4,077	.....	.....	5,749	4,243	.....	58	.....	.....
Pike.....	7,214	14,978	22,877	26,440	390	835	19,877	17,007	249	20	.....	.....
Pope.....	8,120	2,115	7,273	5,917	105	26	469	729	179	191	12	.....
Pulaski.....	2,570	4,535	3,578	5,598	82	.....	1,090	1,980	70	222	.....	.....
Putnam.....	1,409	2,237	5,480	5,784	200	80	2,794	1,278	40	164	65	36
Randolph.....	2,975	5,851	9,550	15,903	25	75	3,516	3,465	200	317	.....	417
Richland.....	17	1,426	5,526	6,653	14	.....	2,257	2,449	40	30	.....	.....
Rock Island.....	27,011	28,901	15,850	19,435	9,343	1,251	37,764	23,574	655	2,623	98	.....
St. Clair.....	1,128	7,207	24,718	25,326	5	190	10,415	6,321	713	402	.....	25
Saline.....	3,411	8,647	6,383	7,161	59	41	2,690	1,912	5	13	34	12
Sangamon.....	7,913	7,453	22,959	30,085	167	730	20,780	23,747	67	165	60	.....
Schuyler.....	6,401	5,293	13,725	14,492	265	88	8,866	9,280	413	432	59	27
Scott.....	3,617	3,890	8,486	9,327	508	25	1,963	2,045	121	109	11	29
Shelby.....	.....	8,000	.....	9,000	.....	.....	.....	.....	.....	500	.....	.....
Stark.....	2,419	2,733	8,865	7,196	20	430	2,819	4,861	30	43	.....	.....

Stephenson.....	18,448	16,674	21,017	20,808	171	157	12,155	12,301	180	98	.....	55
Tazewell.....	.....	9,389	.....	23,679	.....	.....	.....	8,792	.....	125	.....	40
Union.....	2,802	885	8,577	7,296	.....	30	1,992	2,214	.....	.....	75	.....
Vermilion.....	4,310	6,972	18,539	23,874	53	1,016	9,181	12,285	69	163	28	11
Wabash.....	425	506	4,828	4,969	.....	.....	685	580	13	30	.....	.....
Warren.....	3,814	6,248	11,540	14,125	580	35	6,220	8,376	328	404	10	15
Washington.....	1,766	1,658	8,972	9,188	63	23	2,538	10,521	35	41	32	17
Wayne.....	5,385	7,112	11,510	12,631	47	136	2,693	4,870	116	188	3	20
White.....	.....	1,625	.....	8,238	.....	75	.....	1,385	.....	114	.....	15
Whiteside.....	1,311	2,674	16,835	18,210	875	364	10,167	18,566	69	209	17	103
Will.....	.....	4,810	.....	28,180	.....	81	.....	15,159	.....	740	.....	424
Williamson.....	2,162	3,665	6,654	10,206	75	377	819	3,364	.....	4	.....	.....
Winneshago.....	4,209	3,391	12,968	25,212	353	4,980	7,788	50,872	156	4,870	78	19
Woodford.....	2,484	8,801	11,389	13,049	1,068	310	4,641	2,615	165	105	61	15
Total.....	412,391	562,927	1,003,006	1,380,682	34,169	38,622	741,495	819,217	21,388	31,734	2,590	4,733

ABSTRACT—Continued.

Counties.	Amount paid for school district libraries.....		No. of school district libraries purchased...		Whole amount received for school purposes...		Whole amount expended for school purposes..		Whole amount paid as compensation to township officers.....		Whole number of districts.....		Whole number of districts in which schools have been kept six months.....		Average number of months schools have been kept.....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Adams.....	\$49,746	.....	\$45,470	.....	.....	.....	.....	.....	.....	.....	.....	.....	74
Alexander.....	\$3,168	3,239	.....	2,927	.....	\$111	147	.....	11	14	.....	12	64	64
Bond.....	12,909	14,353	.....	13,184	.....	197	153	.....	53	66	.....	60	74	7
Boone.....	256	16,276	17,126	.....	26,341	.....	284	244	.....	83	85	.....	78	74	74
Brown.....	100	13,286	10,866	.....	8,017	.....	193	216	.....	39	49	.....	42	64	64
Bureau.....	53	30,129	39,669	.....	47,237	.....	521	716	.....	148	174	.....	135	64	64
Calhoun.....	3,659	4,187	.....	3,893	.....	46	80	.....	17	18	.....	16	74	7
Carroll.....	\$53	494	24,932	16,424	.....	18,117	.....	173	244	.....	59	72	.....	52	74	7
Cass.....	52	13,766	15,393	.....	14,768	.....	264	354	.....	49	53	.....	47	74	7
Champaign.....	810	18,408	18,892	.....	16,976	.....	170	266	.....	54	69	.....	68	74	7
Christian.....	107	6,957	12,189	.....	11,214	.....	230	226	.....	51	78	.....	43	74	7
Clark.....	10,654	13,681	.....	13,902	.....	307	339	.....	82	92	.....	85	64	64
Clay.....	11,412	.....	11,801	.....	.....	268	.....	67	65	.....	47	64	64
Clinton.....	8,720	9,957	.....	9,010	.....	.....	268	.....	67	65	.....	47	64	64
Coles.....	50	54	17,534	27,740	.....	24,334	.....	249	517	.....	71	88	.....	26	64	64
Cook.....	35	1,346	109,688	118,662	.....	180,979	.....	1,011	1,099	.....	168	173	.....	146	.....	8
Crawford.....	10,986	13,220	.....	13,375	.....	297	255	.....	70	90	.....	61	54	54
Cumberland.....
De Kalb.....	1,674	27,094	43,087	.....	37,269	.....	323	315	.....	99	141	.....	114	86	74
De Witt.....	53	10,274	11,763	.....	12,521	.....	177	258	.....	63	53	.....	44	48	64
Du Page.....	55	17,445	21,320	.....	16,480	.....	331	196	.....	86	86	.....	73	72	64
Edgar.....	16,408	13,903	.....	13,380	.....	327	294	.....	88	108	.....	79	71	7
Edwards.....	2,697	4,539	.....	6,116	.....	114	143	.....	33	31	.....	34	25	6

Willingham.....	6,054	6,665	6,054	6,655	120	123	58	52	38	39	5	6
Fayette.....	9,273	10,182	9,095	9,451	220	214	68	79	54	52	5	6
Franklin.....	6,303	10,385	6,122	10,776	117	173	48	46	39	40	6	6
Fulton.....	36,190	46,196	36,694	48,135	773	713	161	166	138	141	6	7
Gallatin.....	11,871	11,156	10,441	10,756	322	268	30	34	30	32	7	7
Greene.....	14,990	22,737	15,589	20,804	312	268	64	70	58	65	7	7
Grundy.....	11,409	13,074	11,615	11,976	261	277	57	66	40	46	6	7
Hamilton.....	9,606	11,372	10,146	11,713	277	245	49	51	42	49	6	6
Hancock.....	29,613	36,744	30,026	36,728	624	689	136	152	106	169	7	6
Hardin.....	1,890	4,645	1,178	4,247	52	100	19	21	.....	.....	6	5
Henderson.....	5,154	14,348	5,853	11,152	204	246	58	57	37	48	6	6
Henry.....	34,739	41,226	28,494	29,429	343	400	96	119	70	91	7	7
Iroquois.....	13,446	14,957	15,229	14,730	333	503	78	95	47	54	6	6
Jackson.....	8,171	12,549	4,248	9,761	170	202	.....	39	33	34	6	6
Jasper.....	6,524	8,981	6,432	8,674	133	204	45	59	32	42	5	6
Jefferson.....	12,720	16,391	12,883	14,763	260	250	63	68	51	59	6	6
Jersey.....	12,559	15,267	11,671	9,818	275	249	56	57	50	55	7	6
Jo Daviess.....	25,057	39,276	27,807	38,512	597	599	107	133	102	110	7	7
Johnson.....	6,326	9,325	6,298	8,703	123	224	35	40	34	39	6	6
Kane.....	42,346	54,037	41,326	49,049	897	657	142	143	119	124	7	7
Kankakee.....	11,519	20,773	9,306	19,093	484	382	77	77	52	65	6	6
Kendall.....	23,273	21,057	23,120	19,111	323	233	80	83	75	74	7	7
Knox.....	32,718	36,285	.....	36,592	607	525	155	159	132	137	8	8
Lake.....	29,360	29,764	28,046	28,923	657	531	112	117	96	102	7	7
La Salle.....	72,025	54,688	45,294	52,008	1,045	983	212	213	140	128	6	8
Lawrence.....	.....	.....	.....	.....	.....	.....	.....	59	.....	57	.....	5
Lee.....	32,089	29,044	27,930	37,101	464	453	102	114	74	86	7	7
Livingston.....	8,094	25,268	6,309	14,966	230	287	33	78	18	45	7	6
Logan.....	8,870	16,050	10,262	17,211	249	197	67	79	48	62	7	6
McDonough.....	8,846	11,592	7,472	11,293	136	204	90	106	77	83	6	7
McHenry.....	34,723	39,507	65,263	36,380	611	369	150	156	137	139	7	8
McLean.....	14,961	39,834	12,417	39,601	358	654	109	173	88	126	6	6
Macon.....	4,607	14,503	3,780	14,934	125	130	41	53	36	41	6	6
Macoupin.....	17,287	24,831	15,028	.....	311	.....	74	.....	60	.....	7	6
Madison.....	30,522	44,592	31,231	45,515	806	789	101	106	91	91	7	7
Marion.....	7,680	9,623	6,640	8,709	143	199	41	83	46	62	5	6
Marshall.....	.....	17,719	.....	17,674	.....	202	.....	75	.....	.....	.....	.....
Mason.....	5,745	11,439	5,890	11,761	100	176	44	63	29	45	7	6
Massac.....	5,169	7,709	5,184	7,442	99	205	27	33	21	30	6	6
Menard.....	11,941	22,840	12,040	21,704	219	288	52	63	45	56	7	6

ABSTRACT—Continued.

Counties.	Amount paid for school district libraries.....		No. of school district libraries purchased...		Whole amount received for school purposes..		Whole amount expended for school purposes.		Whole amount paid as compensation to township officers.....		Whole number of districts.....		Whole number of districts in which schools have been kept six months.....		Average number of months schools have been kept.....	
	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858	1857	1858
Mercer.....	\$107	2	\$18,708	\$23,781	\$17,116	\$25,665	\$357	\$456	81	84	71	62	6½	6½	6½
Monroe.....	8,388	12,753	8,742	11,814	260	316	39	40	25	26	6½	7½	6½
Montgomery.....	4	10,361	13,899	9,671	11,644	174	207	70	80	55	63	6	6	7
Morgan.....	\$70	150	2	24,924	33,384	22,991	32,989	503	476	88	87	80	82	8	8	8
Moultrie.....	5,723	.....	6,395	2,284	107	18	30	11	25	.....	6½	6½	6½
Ogle.....	280	.....	20,453	22,575	17,933	26,937	358	389	139	134	100	101	6	7½	7½
Peoria.....	435	3	76,238	76,913	75,085	77,430	594	631	138	144	102	119	7	7½	7½
Perry.....	8,099	10,262	7,602	9,410	162	172	47	61	39	47	7	6	8
Platt.....	11,480	9,963	9,354	8,973	116	186	46	48	27	30	6	6	6
Pike.....	80	.....	32,357	32,387	29,478	34,096	618	586	131	140	111	122	8½	8½	8½
Pope.....	6,808	7,878	7,343	7,704	147	159	43	51	39	45	5½	5½	5½
Pulaski.....	4	6,327	8,262	5,887	8,009	188	184	15	17	13	13	6½	7½	7½
Putnam.....	8,885	9,448	8,341	9,709	130	183	34	31	33	32	7	7	7
Randolph.....	1	16,601	20,749	16,601	20,748	590	570	73	74	72	73	6	6	6
Richland.....	110	2	4,971	6,862	5,789	6,636	113	165	61	71	43	58	5½	5½	5½
Rock Island.....	59	1	43,398	44,978	60,377	39,396	262	494	67	75	54	60	7½	7½	7½
St. Clair.....	100	1	20,736	34,331	33,944	33,647	545	542	90	83	73	77	7	7	7
Saline.....	7,519	8,324	6,750	8,576	148	205	35	45	33	49	7	7	7
Sangamon.....	140	102	1	28,250	48,007	39,912	99,899	439	676	114	139	95	107	6½	6½	6½
Schuyler.....	21,331	24,331	20,695	24,071	355	323	72	76	69	63	6½	6½	6½
Scott.....	11,152	11,806	10,916	11,120	160	134	36	37	32	39	8	8	8
Shelby.....	20,000	.....	20,000	.....	500	.....	90	80	80	.....	.....	.....
Stark.....	54	108	1	10,414	12,787	10,267	13,656	231	145	71	73	40	35	7	7	7

Stephenson.....	84	328	4	9	32,686	44,467	31,982	42,006	454	392	119	108	102	102	75	7	74
Tazewell.....		329		11		22,611		9,008		611		108			75	7	7
Union.....					10,242	7,987	8,653	7,674	200	164	43	43	41			6	6
Vermilion.....	100	316		15	20,806	26,600	18,527	28,343	511	642	106	184	99	110		64	6
Wabash.....					6,414	6,600	6,056	6,827	106	168	41	44	33	31		74	74
Warren.....					19,729	23,278	19,176	21,805	309	300	75	103	69	84		64	7
Washington.....					13,466	21,863	11,875	20,045	234	255	49	52	87	42		8	74
Wayne.....			1		18,247	19,638	16,312	18,603	341	379	80	88	32	87		6	64
White.....										255		59					64
Whiteaide.....	2	530	2	10	26,907	31,124	24,100	29,921	823	689	100	107	75			7	74
Will.....		86		1								148					74
Williamson.....					5,409	8,353	6,578	10,876	125	163	44	58	33				74
Winnebago.....	50	1,002		33	21,047	24,224	18,641	39,198	442	331	108	101	97	46		64	54
Woodford.....		157		3	15,055	13,601	14,397	17,105	362	342	78	79	53	101		74	8
Total.....					1,619,898	2,100,966	1,552,532	2,127,038	30,114	33,043	5,690	8,133	5,486	6,447		64	7

SCHOOL, COLLEGE, AND SEMINARY FUND.

STATEMENT showing the amount of interest on the School, College and Seminary Fund distributed on the 1st of January, 1857, for the year 1856; the amount of interest on the School Fund distributed on the 1st of January, 1858, for the year 1857, and the amount of School Tax Fund distributed for the same years to the several counties.

Counties.	Orders for 1856.			Orders for 1857.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
Adams	\$1,597 96	\$15,015 92	\$16,613 88	\$1,359 10	\$16,881 53	\$18,240 63
Alexander.....	130 89	1,849 17	1,979 56	110 90	2,078 90	2,189 80
Bond.....	376 33	4,257 41	4,633 79	320 12	4,786 35	5,106 47
Boone.....	507 89	4,870 38	5,378 27	431 97	5,475 47	5,907 44
Brown.....	410 57	4,185 98	4,596 55	349 20	4,706 04	5,055 24
Bureau.....	875 28	9,860 55	10,736 83	745 30	11,065 64	11,810 94
Calhoun.....	169 55	2,251 50	2,421 05	144 21	2,531 22	2,675 43
Carroll.....	362 21	4,420 94	4,783 15	308 07	4,970 19	5,278 26
Cass.....	419 93	4,581 71	5,001 64	357 18	5,150 93	5,508 09
Champaign.....	299 60	6,173 46	6,473 06	254 81	6,940 45	7,195 26
Christian.....	300 37	5,001 68	5,302 05	255 47	5,623 10	5,878 57
Clark.....	709 56	7,224 30	7,933 86	603 50	8,121 86	8,725 36
Clay.....	360 15	4,492 40	4,852 55	306 22	5,050 54	5,356 76
Clinton.....	319 93	4,279 39	4,599 34	272 13	4,811 06	5,083 19
Coles.....	753 45	9,209 01	9,962 46	640 83	10,553 16	10,993 99
Cook.....	3,790 20	31,749 51	35,539 71	3,223 67	35,694 15	38,917 82
Crawford.....	522 40	5,555 05	6,077 45	444 32	6,246 24	6,690 56
Cumberland.....	321 67	3,744 65	4,066 32	273 59	4,209 88	4,483 47
De Kalb.....	594 29	6,923 71	7,518 00	505 46	7,783 92	8,289 38
De Witt.....	425 34	4,723 90	5,149 24	361 77	5,310 80	5,672 57
Du Page.....	585 19	5,685 96	6,271 15	497 72	6,336 17	6,833 89
Edgar.....	673 66	7,440 01	8,114 27	572 96	8,365 04	8,938 00
Edwards.....	232 51	2,628 02	2,860 53	197 76	2,954 52	3,152 28
Effingham.....	320 90	4,274 53	4,595 43	272 93	4,805 59	5,078 52
Fayette.....	490 45	6,442 33	6,933 78	417 14	7,243 85	7,660 99
Franklin.....	377 16	4,436 36	4,813 52	320 78	4,987 54	5,308 32
Fulton.....	1,389 23	13,677 38	15,066 61	1,181 58	15,376 68	16,558 26
Gallatin.....	218 75	3,628 65	3,847 40	271 10	4,079 48	4,350 58
Greene.....	637 75	6,841 76	7,479 51	542 43	7,691 79	8,234 22
Grundy.....	312 13	3,997 42	4,309 55	265 48	4,494 07	4,759 55
Hamilton.....	386 23	4,581 21	4,967 44	327 65	5,094 16	5,421 81
Hancock.....	1,050 56	10,772 44	11,823 00	893 53	12,110 82	13,004 35
Hardin.....	206 40	2,211 47	2,417 87	175 55	2,486 22	2,661 77
Henderson.....	380 60	3,952 13	4,332 73	281 19	4,443 14	4,724 33
Henry.....	416 24	6,322 70	6,738 94	354 02	7,108 23	7,462 25
Iroquois.....	326 99	6,863 34	7,190 33	278 12	7,716 04	7,994 16
Jackson.....	388 84	5,152 38	5,541 22	330 72	5,792 52	6,123 24
Jasper.....	367 88	4,698 91	5,066 79	312 89	5,262 72	5,575 61
Jefferson.....	544 53	6,264 56	6,809 09	462 93	7,042 87	7,505 80
Jersey.....	398 23	4,367 34	4,765 57	338 75	4,909 94	5,248 69
Jo Daviess.....	1,065 59	10,237 19	11,302 78	906 31	11,509 07	12,415 38
Johnson.....	368 74	4,035 78	4,404 52	313 62	4,587 18	4,900 80
Kane.....	1,070 38	10,736 35	11,806 73	995 44	12,070 24	13,065 68
Kankakee.....	491 48	6,856 39	7,347 87	418 02	8,146 11	8,564 13
Kendall.....	454 20	4,617 23	5,071 43	386 31	5,190 87	5,577 18
Knox.....	1,044 54	10,619 50	11,664 04	888 41	11,826 46	12,714 87
Lake.....	802 67	7,787 16	8,589 83	682 69	8,754 65	9,437 34
La Salle.....	1,551 14	15,947 46	17,498 60	1,319 29	17,928 80	19,248 09
Lawrence.....	235 11	4,342 95	4,578 06	226 05	4,583 66	4,809 71

Statement—Continued.

Counties.	Orders for 1856.			Orders for 1857.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
Lee.....	\$478 94	\$6,421 66	\$6,900 60	\$407 35	\$7,219 49	\$7,626 84
Livingston	213 53	5,611 21	5,824 74	181 61	6,308 35	6,489 96
Logan	395 28	5,341 54	5,736 82	336 20	6,005 18	6,341 38
Macon	222 38	3,908 13	4,130 51	189 14	4,393 68	4,582 82
Macoupin	877 40	9,856 96	10,734 36	746 25	11,081 59	11,827 84
Madison.....	1,001 51	10,313 20	11,314 71	851 81	11,594 52	12,446 33
Marion.....	496 98	5,924 27	6,421 25	422 69	6,660 31	7,083 00
Marshall	441 83	4,774 33	5,216 16	375 79	5,867 50	5,743 29
Mason.....	374 40	4,960 22	5,334 71	318 52	5,576 49	5,895 01
Massac.....	287 31	3,066 59	3,353 90	244 37	3,447 59	3,691 96
McDonough	617 57	6,811 41	7,428 98	525 26	7,657 67	8,182 93
McHenry.....	910 81	9,157 64	10,068 45	774 67	10,295 39	11,070 06
McLean	906 48	11,212 55	12,118 98	770 94	12,605 61	13,376 55
Menard.....	886 43	4,079 31	4,465 74	328 67	4,586 12	4,914 79
Mercer.....	473 44	5,640 88	6,114 32	402 68	6,341 71	6,744 39
Monroe.....	484 43	5,064 12	5,548 55	412 03	5,693 28	6,105 31
Montgomery	445 10	6,038 81	6,483 91	378 57	6,789 08	7,167 65
Morgan.....	815 90	8,223 14	9,039 04	693 94	9,244 80	9,938 74
Moultrie	226 33	2,968 46	3,194 79	192 50	3,337 25	3,529 75
Ogle.....	750 27	8,504 37	9,254 64	638 13	9,560 95	10,199 08
Peoria.....	1,356 33	12,411 50	13,767 83	1,153 60	13,953 53	15,107 13
Perry.....	357 23	4,376 41	4,733 64	303 83	4,921 13	5,224 96
Piatt.....	146 96	2,821 72	2,968 68	125 00	3,172 30	3,297 30
Pike.....	1,170 29	11,739 90	12,910 19	995 36	13,198 48	14,193 84
Pope.....	336 78	3,903 11	4,239 89	286 45	4,388 03	4,674 48
Pulaski.....	129 70	1,690 53	1,820 23	110 31	1,900 56	2,010 87
Putnam	239 81	2,425 76	2,665 57	203 97	2,727 13	2,931 10
Randolph	574 45	6,498 15	7,072 60	488 59	7,305 49	7,794 08
Richland	363 93	4,098 85	4,462 78	309 53	4,608 08	4,917 61
Rock Island.....	682 16	6,735 26	7,417 42	580 20	7,572 06	8,152 26
Saline.....	361 00	4,148 24	4,509 24	307 05	4,663 62	4,970 67
Sangamon.....	1,165 91	11,995 15	13,161 06	991 64	13,485 44	14,477 08
Schuyler	559 76	5,795 47	6,355 23	476 09	6,515 51	6,991 60
Scott	364 53	3,670 09	4,034 62	310 04	4,126 05	4,436 09
Shelby.....	580 72	7,327 94	7,908 66	493 92	8,238 37	8,732 29
Stark	306 81	3,391 18	3,697 99	260 95	3,812 49	4,073 44
St. Clair.....	1,258 25	11,875 00	13,133 25	1,070 17	13,350 37	14,420 54
Stephenson.....	716 18	7,501 35	8,217 53	609 13	8,433 34	9,042 47
Tazewell	808 68	8,414 22	9,222 90	687 81	9,459 61	10,147 42
Union	519 05	5,385 70	5,904 75	441 47	6,054 82	6,496 29
Vermilion	775 70	11,542 51	12,318 21	659 75	12,976 56	13,636 31
Wabash.....	312 65	3,158 49	3,471 14	265 92	3,550 89	3,816 81
Warren	593 44	6,492 10	7,085 54	504 73	7,298 68	7,803 41
Washington.....	511 49	5,952 30	6,463 79	435 04	6,691 83	7,126 87
Wayne.....	535 63	6,775 69	7,311 32	455 57	7,617 51	8,073 08
White.....	532 11	5,883 42	6,415 53	452 57	6,614 38	7,066 95
Whiteside	549 29	6,785 58	7,334 87	467 18	7,628 63	8,095 81
Will.....	1,060 69	11,158 11	12,218 80	902 15	12,544 41	13,446 56
Williamson.....	495 78	5,348 35	5,844 13	421 67	6,012 85	6,434 52
Winnebago.....	898 10	8,733 33	9,631 43	763 36	9,813 37	10,582 23
Woodford	396 57	4,992 65	5,389 22	337 29	5,612 96	5,950 25
Total.....	59,811 38	660,000 00	722,447 29	50,871 25	743,000 00	792,871 25

SCHOOL FUND TAX—1856.

A STATEMENT of the School Fund Tax, levied on the assessment of property in the year 1856, showing the aggregate amount charged, the amount deducted for abatements, commissions, &c., the net amount collected, the amount paid to each county, &c.

Counties.	Amount charged.	Am't abated, commissions, &c.	Net amount.	Amount paid county....	Am't rec'd from co's over am't paid.....	Amount paid county over amount received.
Adams.....	\$19,857 68	\$1,849 96	\$18,307 72	\$15,015 92	\$3,291 80	.....
Alexander.....	2,478 84	19 19	2,090 65	1,849 17	241 48	.....
Bond.....	2,311 04	234 87	2,076 17	14,257 41	.....	\$1,181 24
Boone.....	2,915 93	272 71	2,643 22	5,870 38	.....	1,227 16
Brown.....	2,389 53	230 74	2,158 79	4,185 98	.....	1,027 19
Bureau.....	10,354 89	1,081 20	9,273 69	9,860 55	.....	586 86
Calhoun.....	1,324 96	85 23	1,239 73	2,251 50	.....	1,011 77
Carroll.....	5,003 69	506 28	4,497 41	4,420 94	76 47	.....
Cass.....	5,487 72	235 02	5,252 70	4,581 71	650 99	.....
Champaign.....	5,672 05	619 34	5,052 71	5,178 46	.....	120 75
Christian.....	4,127 06	172 77	3,954 29	5,001 68	.....	1,047 39
Clark.....	5,404 76	326 62	5,078 14	7,224 20	.....	2,156 16
Clay.....	3,240 72	140 21	3,100 51	4,492 40	.....	1,391 89
Clinton.....	5,240 42	456 24	4,784 18	4,272 39	504 79	.....
Coles.....	10,701 39	434 03	10,267 36	9,209 01	1,058 35	.....
Cook.....	71,132 24	4,817 12	66,315 12	31,749 51	34,566 61	.....
Crawford.....	3,912 41	191 30	3,721 11	5,556 06	.....	1,834 94
Cumberland.....	2,308 61	172 80	2,135 81	3,744 66	.....	1,608 84
De Kalb.....	7,276 09	452 64	6,823 45	6,923 71	.....	116 26
De Witt.....	5,086 22	414 97	4,671 25	4,723 90	.....	52 65
Du Page.....	3,503 66	346 17	3,157 49	5,635 96	.....	478 47
Edgar.....	3,869 77	463 97	3,405 80	7,440 61	945 19	.....
Edwards.....	1,328 20	100 52	1,227 68	2,623 02	.....	890 34
Effingham.....	1,974 97	143 93	1,831 04	4,274 52	.....	2,443 49
Fayette.....	2,086 57	168 30	1,918 27	6,443 22	.....	2,525 06
Franklin.....	1,688 57	117 43	1,571 14	4,426 26	.....	2,855 22
Fulton.....	12,522 11	707 26	11,814 85	12,677 38	.....	1,862 53
Gallatin.....	3,176 69	148 45	3,028 24	3,626 65	.....	620 41
Greene.....	6,909 39	325 35	6,584 04	6,841 76	.....	257 72
Grundy.....	4,722 68	282 99	4,439 69	3,997 42	435 27	.....
Hamilton.....	2,124 79	251 41	1,873 38	4,531 21	.....	2,657 83
Hancock.....	10,670 71	650 20	10,020 51	10,772 44	.....	751 93
Hardin.....	894 44	76 51	817 93	2,211 47	.....	1,393 54
Henderson.....	3,464 51	173 95	3,290 56	2,952 13	.....	638 43
Henry.....	7,456 28	404 29	7,052 00	6,322 70	729 30	.....
Iroquois.....	6,798 97	400 56	6,398 41	6,862 24	.....	464 83
Jackson.....	3,139 01	234 46	2,904 55	5,152 23	.....	2,247 68
Jasper.....	2,899 26	223 07	2,676 19	4,698 91	.....	2,022 72
Jefferson.....	3,129 23	171 52	2,957 71	6,264 56	.....	3,306 85
Jersey.....	4,099 50	215 70	3,883 80	4,367 34	.....	483 54
Jo Daviess.....	11,219 25	947 76	10,271 49	10,237 19	34 30	.....
Johnson.....	1,515 51	95 62	1,419 89	4,025 78	.....	2,605 89
Kane.....	9,720 06	671 47	9,048 59	10,736 35	.....	1,687 76
Kankakee.....	4,729 93	348 94	4,380 99	6,356 39	.....	1,975 40
Kendall.....	5,731 39	302 40	5,428 99	4,617 23	801 76	.....
Knox.....	14,163 55	814 86	13,348 69	10,519 50	2,829 19	.....
Lake.....	5,636 71	315 95	5,320 76	7,787 16	.....	2,466 40
La Salle.....	13,973 98	746 92	13,227 06	15,947 46	.....	2,720 40
Lawrence.....	3,665 32	252 93	3,412 39	4,342 96	.....	930 57

Statement--Continued.

Counties.	Amount charged.	Amount abated, &c.....	Net amount.	Amount paid county...	Amount rec'd from co'y over amt paid.....	Amount paid county over amount received.....
Lee	\$8,807 61	\$705 82	\$8,101 79	\$6,421 66	12,680 18	.....
Livingston	4,683 50	306 30	4,479 20	5,611 21	.....	\$1,132 01
*Logan	7,871 79	4,963 84	2,907 95	5,341 54	.....	2,438 59
Macon	5,850 68	227 20	4,623 48	3,908 18	715 35	.....
Macoupin	10,709 43	625 56	10,083 87	9,836 96	326 91	.....
Madison	16,664 86	1,390 93	15,273 43	10,313 20	4,960 23	.....
Marion	4,196 38	224 78	3,970 60	5,924 27	.....	1,953 67
Marshall	5,478 88	318 77	5,160 11	4,774 33	385 78	.....
Mason	8,546 60	377 63	3,167 77	4,960 22	.....	1,792 45
Massac	1,578 30	112 74	1,465 56	3,066 69	.....	1,601 03
McDonough	8,674 65	471 86	8,202 77	6,811 41	1,391 36	.....
McHenry	8,984 43	688 26	8,296 17	9,157 64	.....	861 47
McLean	15,230 01	927 38	14,302 63	11,212 55	3,090 08	.....
Menard	5,517 97	261 30	5,256 67	4,079 31	1,177 36	.....
Mercer	7,734 38	448 78	7,285 60	5,640 88	1,644 72	.....
Monroe	3,881 40	332 32	3,049 08	5,064 12	.....	2,015 04
Montgomery	4,654 20	281 04	4,373 16	6,038 81	.....	1,665 65
Morgan	11,202 62	430 82	10,771 81	8,223 14	2,548 67	.....
Moultrie	3,022 80	297 19	2,726 61	2,968 46	.....	241 86
Ogle	10,170 05	560 36	9,609 67	8,504 37	1,105 32	.....
Peoria	15,597 99	627 63	14,770 36	12,411 50	2,358 86	.....
Perry	2,466 76	150 21	2,316 55	4,376 41	.....	2,059 86
Piatt	3,753 74	186 23	3,567 51	2,821 72	745 79	.....
Pike	12,067 96	667 19	11,390 77	11,739 90	.....	349 13
Pope	1,655 13	131 44	923 69	3,908 11	.....	2,979 42
Pulaski	1,680 87	154 60	1,426 27	1,690 53	.....	264 26
Putnam	2,834 66	174 10	2,660 56	2,425 76	234 80	.....
Randolph	4,866 97	362 24	4,504 73	6,498 15	.....	1,993 42
Richland	2,857 48	184 31	2,673 67	4,098 85	.....	1,426 18
Rock Island	10,516 50	618 78	9,897 72	6,735 26	3,164 46	.....
Saline	1,169 55	75 77	1,093 78	4,148 24	.....	3,054 46
Sangamon	24,697 55	1,115 76	23,781 59	11,995 16	11,786 44	.....
Schuyler	5,277 03	313 69	4,963 34	5,795 47	.....	832 13
Scott	2,626 74	119 09	2,506 65	3,670 09	.....	1,163 44
Shelby	5,708 63	712 05	4,996 58	7,327 94	.....	2,331 36
Stark	3,983 81	238 71	3,745 10	3,391 18	353 92	.....
St Clair	13,834 79	664 38	13,170 41	11,875 00	1,295 41	.....
Stephenson	8,019 30	511 07	7,508 23	7,501 33	6 88	.....
Tazewell	10,846 78	556 53	10,290 20	8,414 22	1,876 98	.....
Union	2,853 90	169 74	2,684 16	5,885 70	.....	2,691 54
Vermilion	12,831 48	846 75	11,984 68	11,542 51	442 17	.....
*Wabash	2,009 12	767 38	1,241 74	3,158 49	.....	1,916 75
Warren	8,320 37	744 20	7,576 17	6,492 10	1,084 07	.....
Washington	4,388 03	231 55	4,156 50	5,952 30	.....	1,795 80
Wayne	3,054 13	162 90	2,891 64	6,775 69	.....	3,884 05
White	4,093 06	195 62	3,897 44	5,863 42	.....	1,966 98
Whitealide	10,093 55	785 44	9,308 41	6,785 58	2,522 83	.....
Will	12,427 03	608 51	11,818 52	11,158 11	660 41	.....
Williamson	2,115 34	220 56	1,894 78	5,348 35	.....	3,453 57
Winnebago	11,755 56	715 44	11,040 12	8,783 33	2,366 79	.....
Woodford	6,617 98	384 23	6,233 75	4,992 65	1,241 10	.....
Total	708,330 86	50,175 67	658,674 79	660,000 00	95,191 46	98,516 66

*The amount abated, &c. in the counties of Logan and Wabash, are estimated only, as no final settlement has been made with the collectors of those counties, owing to the destruction of the books and accounts in the burning of the court houses at Lincoln and Mt. Carmel.

SCHOOL FUND TAX—1857.

A STATEMENT of the School Fund Tax, levied on the assessment of property in the year 1857, showing the aggregate amount charged, the amount deducted for abatements, commissions, etc.; the net amount collected, the amount paid to each county, etc.

Counties.	Am't charged	Am't abated commissions, etc.	Net amount.	Amount paid county.	Amount re- ceived from county over amt paid.	Amount paid county over amount re- ceived.
Adams.....	\$22,286 65	\$965 91	\$21,319 74	\$16,881 53	\$4,438 21	.....
Alexander..	3,908 00	177 88	3,730 12	2,078 90	1,651 22	.....
Bond.....	3,741 57	166 39	3,575 18	4,786 78	.....	\$1,211 17
Boone.....	3,552 32	227 02	3,325 30	5,475 47	.....	2,150 17
Brown.....	3,444 26	215 93	3,228 33	4,706 04	.....	1,477 71
Bureau.....	12,464 43	955 34	11,509 09	11,085 64	423 45	.....
Calhoun.....	1,693 92	75 31	1,618 61	2,531 23	.....	912 61
Carroll.....	5,749 22	273 88	5,475 34	4,970 19	505 15	.....
Cass.....	6,415 18	144 74	6,270 44	5,150 93	1,119 51	.....
Champaign.....	10,428 47	803 85	9,624 62	6,940 45	2,684 17	.....
Christian.....	4,889 58	158 56	4,731 02	5,623 10	.....	892 08
Clark.....	4,628 32	245 73	4,382 59	8,121 86	.....	3,739 27
Clay.....	3,514 49	96 04	3,418 45	5,050 54	.....	1,632 09
Clinton.....	8,641 42	661 81	5,979 61	4,811 06	1,168 55	.....
Coles.....	11,651 29	333 03	11,318 26	10,353 16	965 10	.....
Cook.....	91,363 90	5,399 45	85,964 45	35,694 15	50,270 30	.....
Crawford.....	3,856 62	100 30	3,756 32	6,246 34	.....	2,490 02
Cumberland.....	3,058 29	173 09	2,885 20	4,209 88	.....	1,324 68
De Kalb.....	7,294 66	248 54	6,946 12	7,783 92	.....	837 80
De Witt.....	5,615 16	287 62	5,327 53	5,310 80	16 73	.....
Du Page.....	5,670 62	305 27	5,365 35	6,336 17	.....	970 82
Edgar.....	10,656 56	522 38	10,133 17	3,365 04	1,768 13	.....
Edwards.....	2,018 02	54 49	1,963 53	2,954 52	.....	990 99
Effingham.....	2,392 09	146 02	2,246 07	4,805 59	.....	2,559 52
* Fayette.....	3,087 70	200 00	2,887 70	7,243 85	.....	4,356 15
Franklin.....	2,045 35	84 16	1,961 19	4,987 54	.....	3,026 35
Fulton.....	14,478 50	722 82	13,755 68	15,376 68	.....	1,621 00
Gallatin.....	3,472 51	379 84	3,092 67	4,079 48	.....	986 81
Greene.....	7,463 66	233 56	7,230 10	7,691 79	.....	461 69
Grundy.....	5,712 23	249 42	5,462 81	4,494 07	968 74	.....
Hamilton.....	3,719 27	1,545 78	2,073 49	5,094 16	.....	3,020 67
* Hancock.....	18,452 23	850 00	15,602 23	12,110 82	3,491 41	.....
Hardin.....	1,181 44	53 95	1,127 49	2,486 22	.....	1,358 73
Henderson.....	4,070 09	167 20	3,902 89	4,443 15	.....	540 25
Henry.....	10,539 60	678 71	9,860 89	7,108 23	2,752 66	.....
Iroquois.....	7,912 45	682 87	7,229 58	7,716 04	.....	486 46
Jackson.....	4,362 75	293 68	4,069 07	5,792 52	.....	1,723 45
Jasper.....	3,449 81	230 19	3,219 62	5,282 72	.....	2,063 10
Jefferson.....	3,776 85	126 22	3,650 63	7,042 87	.....	3,392 24
Jersey.....	4,757 60	295 94	4,461 66	4,909 94	.....	.....
Jo Davless.....	11,110 86	895 45	10,215 41	11,509 07	.....	1,293 66
Johnson.....	1,216 84	52 51	1,164 33	4,537 18	.....	3,372 85
Kane.....	10,124 89	501 50	9,623 39	12,070 24	.....	2,446 85
Kankakee.....	5,344 21	310 03	5,034 18	8,146 11	.....	3,111 93
Kendall.....	6,397 36	346 74	6,050 62	5,190 87	859 75	.....
Knox.....	18,264 22	1,233 24	17,030 98	11,826 46	5,204 52	.....
Lake.....	5,899 98	260 81	5,639 17	8,754 65	.....	3,115 48
La Salle ..	16,849 22	919 55	15,929 67	17,928 80	.....	1,999 13
Lawrence.....	4,554 58	505 69	4,048 89	4,883 66	.....	834 77
Lee.....	7,965 16	495 32	7,469 83	7,219 49	250 34	.....

Statement—Continued.

Counties.	Am't charg'd	Am't abated, commissions, etc.....	Net amount.	Amount paid county....	Amount re- ceived from county over am't paid..	Amount paid county over amount re- ceived....
Livingston	\$4,978 72	\$143 55	\$4,835 17	\$6,308 35	.....	\$1,473 18
Logan	11,698 74	386 85	11,311 89	6,005 18	\$5,306 71	.....
Macon	6,068 87	398 10	5,670 77	4,393 66	1,277 09	.....
* Macoupin.....	10,602 33	625 00	9,977 33	11,081 59	.....	1,104 26
Madison	16,723 00	1,363 03	15,349 95	11,594 52	3,755 43	.....
Marion.....	5,185 31	194 90	4,990 41	6,660 31	.....	1,669 90
Marshall	6,128 25	363 11	5,765 14	5,367 50	297 64	.....
Mason	4,824 61	242 58	4,582 03	5,576 49	.....	994 41
Massac.....	1,678 41	63 05	1,615 36	3,447 59	.....	1,832 23
McDonough.....	13,103 30	944 97	17,158 33	7,657 67	4,500 66	.....
McHenry.....	8,929 27	428 12	8,501 15	10,295 39	.....	1,794 24
* McLean.....	18,431 36	1,000 00	12,431 36	12,605 61	4,825 75	.....
Men rd.....	7,915 39	245 64	7,669 75	4,586 12	3,083 63	.....
Mercer	7,939 56	414 61	7,524 95	6,341 71	1,183 24	.....
Monroe.....	3,476 75	387 65	3,087 10	5,693 28	.....	2,604 18
Montgomery.....	6,581 07	427 03	6,154 02	6,789 08	.....	635 06
Morgan.....	13,867 51	511 37	13,356 14	9,244 80	4,111 34	.....
Moultrie	3,825 28	427 80	3,397 48	3,337 25	60 21	.....
Ogle.....	7,750 46	429 96	7,320 50	9,560 95	.....	2,240 45
Peoria.....	19,782 22	1,192 48	18,589 74	13,953 53	4,636 21	.....
Perry.....	2,506 48	108 26	2,398 22	4,921 13	.....	2,522 91
Piatt	4,458 01	209 63	4,248 38	3,172 30	1,076 08	.....
Pike.....	13,691 77	655 95	13,035 82	13,198 48	.....	162 66
Pope	1,909 42	89 54	1,819 88	4,388 03	.....	2,568 15
Pulaski.....	2,190 54	175 39	2,015 15	1,900 56	114 59	.....
Putnam.....	2,927 03	143 88	2,783 15	2,727 13	56 02	.....
Randolph	5,303 75	504 25	4,799 50	7,305 49	.....	2,505 99
Richland	3,345 08	105 97	3,239 11	4,608 08	.....	1,368 97
Rock Island	13,221 08	1,238 18	11,982 90	7,572 06	4,410 84	.....
Saline.....	2,201 51	67 67	2,133 84	4,663 62	.....	2,529 78
Sangamon.....	24,129 98	867 12	23,262 86	13,485 44	9,777 42	.....
Schuyler.....	6,071 20	413 02	5,658 18	6,515 51	.....	857 33
Scott.....	2,747 56	58 53	2,689 01	4,126 05	.....	1,437 04
Shelby.....	5,981 01	895 55	5,085 46	8,238 37	.....	3,152 91
Stark.....	4,875 24	237 26	4,637 98	3,812 49	825 49	.....
St. Clair.....	14,757 13	654 40	14,102 73	13,350 37	752 36	.....
Stephenson.....	9,230 48	529 07	8,700 73	3,433 34	267 39	.....
Tazewell.....	13,648 82	525 31	13,118 51	9,459 61	3,658 90	.....
Union	3,529 63	109 85	3,419 78	6,054 82	.....	2,635 04
Vermillion.....	14,092 19	826 78	13,265 41	12,976 56	288 85	.....
Wabash.....	2,319 53	166 87	2,152 66	3,550 89	.....	1,398 23
Warren.....	10,661 04	1,201 78	9,449 31	7,298 66	2,050 63	.....
Washington	5,523 38	226 78	5,296 60	6,691 83	.....	1,395 23
Wayne.....	3,447 27	126 66	3,320 61	7,617 51	.....	4,296 90
White.....	4,379 24	932 84	3,426 40	6,614 38	.....	3,187 98
White side.....	9,509 83	797 24	8,712 59	7,628 63	1,083 96	.....
Will.....	14,614 37	572 40	14,041 97	12,544 41	1,497 56	.....
Williamson.....	2,421 27	234 72	2,186 55	6,012 85	.....	3,846 30
Winnebago.....	12,136 69	617 25	11,519 44	9,818 37	1,801 07	.....
Woodford.....	7,518 91	353 59	7,165 32	5,612 96	1,552 36	.....
Total.....	623,979 20	49,087 94	774,801 26	743,000 00	140,889 37	108,998 11

* The amount of abatements, commissions, etc., for the counties of Fayette, Hancock, McLean and Macoupin, given above, are estimates only, the accounts of the collectors of said counties not having been finally adjusted.

ABSTRACT OF THE REPORTS FROM THE COLLEGES IN THE STATE OF ILLINOIS.

Counties.	Towns.	Name of Institution.	In what year founded....	Years occupied in the regular course of study....	Number of pupils pursuing a full course.....	Number of pupils pursuing a partial course.....	Number of pupils in preparatory department....	Number of pupils graduating during the year....	Whole number of graduates since the organization of the institution ..	Number of professors or teachers	Value of buildings, furniture and grounds.....	Amount of endowment, exclusive of buildings, etc.
Morgan.....	Jacksonville.....	Illinois College*	1830	4	48	30	41	14	166	5	\$75,000	\$30,000
St. Clair.....	Lebanon.....	McKendree College.....	1834	4	47	33	103	5	125	7	30,000	21,000
Madison.....	Upper Alton.....	Shurtleff College.....	1826	4	40	60	30	7	.....	6	80,000	60,000
Knox.....	Galesburg.....	Knox College.....	1836	4	55	.....	340	6	94	7	100,000	250,000
Sangamon.....	Springfield.....	Illinois State University.....	1852	4	20	18	80	4	12	7	25,000	26,000
Bond.....	Greenville.....	Alvira College†.....	1855	3 to 5	20	36	15	.....	.....	5	60,000	.....
Cook.....	Evanston.....	North Western Female College.....	1855	3	24	21	36	1	.....	6	20,000	.....
Warren.....	Monmouth.....	Monmouth College.....	1856	6	69	82	.....	4	4	7	10,000	17,000
Knox.....	Galesburg.....	Lombard University§.....	1857	4	70	.....	209	2	.....	7	50,000	100,000
McLean.....	Bloomington.....	Illinois Wesleyan University †.....	1857	4	20	40	40	.....	.....	5	20,000	80,000
Cook.....	Chicago.....	University of Chicago.....	.....	.....	.....	.....	.....	.....	.....	.....	100,000	100,000
Marion.....	Salem.....	Southern Illinois Female College.....	.....	3	18	50	147	.....	2	5	12,000	.....

*The endowment reported above is the productive fund. The College has resources becoming productive within the next five years, which will add some \$40,000 more.

† Building 144 ft. long, 44 and 52 wide, four stories high, containing 74 rooms in all, nearly completed.

‡ ILLINOIS WESLEYAN UNIVERSITY,
Bloomington, Illinois, August 16, 1858.

Hon. WM. H. POWELL:

DEAR SIR—In attempting to furnish the inclosed abstract, I am able only to approximate a series to some of the queries—for instance, in the 19th question, Some students with us board themselves at an expense of less than \$50

per week—others have paid as high as \$3. The precise date of the original founding of the Institution I have no data to fix. Under its present control it has existed two years, and its literary department has been organized but one. Our whole number of pupils for the year has been 60. We are, of course, only in a formative state, and as you will observe from our catalogue, a copy of which I forward you, we have not been able to reduce all our collegiate students to regular College classes. Thus far our success has been encouraging.

I am yours, respectfully,
OLIVER S. MUNSSELL,

President of Illinois Wesleyan University.

§ Our College building is a gothic structure, 80 ft. by 60 ft., three stories high, having large rooms for recitation, library, cabinet, &c. The chapel will seat 1,000 people.

OTIS A. SKINNER.

ABSTRACT—Continued.

Counties.	Towns.	Name of Institution.	Number of volumes in libraries.....	Value of libraries.....	Value of apparatus.....	Charge per annum for tuition in regular course...	Room and incidental expenses.....	Average annual expenses of board, tuition, room rent, washing, light, fuel, etc..	Date of annual commencement.....	Name of the President or Principal.
Morgan.....	Jacksonville..	Illinois College.....	4,000	\$5,000	\$3,000	\$36	...	\$160	.....	J. M. Sturtevant, D. D.
St. Clair...	Lebanon.....	McKendree College.....	4,000	2,500	1,000	24	\$16 00	125	3d Thurs. in June.	Rev. N. E. Cobleigh, M.A.
Madison.....	Upper Alton..	Shurtleff College.....	8,000	3,500	200	30	12 00	160	June 24th ..	Rev. D. Read.
Knox.....	Galesburg....	Knox College*.....	8,000	.....	.....	20	8 00	125	4th Thurs in June.	Rev. H. Curtis, D. D.
Bengamon...	Springfield...	Illinois State University...	2,000	.....	150	30	10 00	140	4th Wed. in June.	W. M. Reynolds, D. D.
Bond.....	Greenville....	Almira College.....	1,275	.....	1,500	80	.....	140	.....	John B. White.
Cook.....	Evanston.....	N. W. Female College†.....	317	850	.....	23	4 00	154	July 15th	W. P. Jones.
Warren....	Monmouth....	Monmouth College.....	1,000	700	500	30	2 25	145	1st Thurs. in July..	Rev. D. A. Wallace.
Knox.....	Galesburg....	Lombard University.....	3,000	3,000	800	33	.....	110	1st Thurs in June.	Otis A. Skinner.
McLean.....	Bloomington..	Ills Wesleyan University..	1,000	.....	500	25	11 00	80 to 150	July 7th.....	Rev. O. S. Munsell, A.M.
Cook.....	Chicago.....	University of Chicago.....	500	1,000	.....	.....	.....	.....	.....	Rev J. O. Burroughs.
Marion.....	Salem.....	South Ills. Female College	200	150	200	27	.....	.....	July 2d	W. H. Corrington.

*Female College department distinct from the male College. Course of study, three years. Number of pupils, sixty. Number graduating, thirteen. Whole number graduates, sixty-four. President, Rev. Harry Curtis, D. D. Number of Professors and Teachers, three—assisted by Professors in College and the Music Teacher, Painting Teacher, etc. Value of Seminary building, \$40,000. Tuition, per annum, \$20. Board, room and fuel, \$100. Average annual expenses, \$140 to \$150. Date of Commencement, first Thursday in January. Most respectfully,
E. S. WILCOX, Prof. Mod. Lang's.

† This Institution is intended to combine private enterprises with the salutary advice and censorship of a board of trustees, who hold the charter, control the appointments of teachers, and award the diplomas. The funds are furnished

by the Messrs. Jones, and secured to the trustees for a long term of years; they also hold themselves personally responsible for all the means necessary to meet the few hundreds still owed by the Institution, which is already more than self-sustaining. In Dec. 1856, a most unfortunate fire destroyed the first building, and disbanded the classes. Arduous toil, encouraged by liberal loans from Jas. Sappiger, esq., of Madison county, and John Lick, esq., of Chicago, enabled the Messrs. Jones to replace the first building with the present structure—a commodious edifice of five stories, capable of accommodating sixty boarders, besides furnishing ample rooms for recitations, libraries, &c. The plan contemplates accommodations for four hundred boarders, with capacious rooms for conservatory and gymnasium; and calculations based on the past success of the enterprise, promise the completion of the plan within seven years.

ABSTRACT OF REPORTS FROM ACADEMIES AND FEMALE SEMINARIES.

Counties	Towns.	Institution.	In what year founded.....	Years occupied in the regular course of study.....	Number of pupils pursuing a full course.....	Number of pupils pursuing a partial course.	Number of pupils in preparatory department....	Number of pupils graduating during the year ...	Whole number of graduates since the organization of the institution...	Number of professors or teachers	Value of buildings, furniture and grounds.....	Amount of endowment, exclusive of building, etc..
Madison.....	Godfrey.....	Monticello Female Seminary.....	1838	4	150	...	...	8	108	3	\$100,000	...
Pike.....	Pittsfield.....	South West Seminary.....	1850	3	10	40	56	...	25	3	1,000	...
Carroll.....	Mt. Carroll.....	Mt. Carroll Seminary.....	1853	4	...	...	...	...	...	3	20,000	...
Richland.....	Olney.....	Olney Seminary.....	1855	5	...	42	112	...	...	4	10,000	...
Cook.....	Chicago.....	Dearborn Seminary*.....	1856	4	...	...	...	...	...	3	40,000	...
Fulton.....	Lewistown.....	Lewistown Academy.....	1857	...	...	...	50	...	...	2	2,000	...
Boone.....	Belvidere.....	Belvidere Female Seminary.....	1858	3	30	...	...	...	...	5	3,500	...

ABSTRACT—Continued.

Counties.	Towns.	Institution.	Number of volumes in libraries.....	Value of libraries.....	Value of apparatus.....	Charge per annum for tuition in regular course. . .	Room rent and incidental expenses	Average annual expenses of board, tuition, room rent, washing, light, fuel, etc.	Date of annual commencement.....	Name of the President or Principal.
Madison.....	Godfrey.....	Monticello Female Seminary	1,400	.....	\$1,500	\$150	.....	\$200	4 Wed. in June	Miss Philena Fobes.
Pike.....	Pittsfield.....	South West Seminary.....	400	\$500	200	25	.....	.....	.....	Jno. D. Thomson.
Carroll.....	Mt. Carroll.....	Mt. Carroll Seminary.....	500	800	200	20	\$2 00	125	3 Thur. in April	{ F. A. Wood Shimer, and C. M. Gregory.
Richland.....	Olney.....	Olney Seminary.....	.....	.....	300	24	.....	125	.....	Aaron W. Mace.
Cook.....	Chicago.....	Dearborn Seminary*	.....	.....	.....	.....	.....	.....	.....	Z. Grover.
Fulton.....	Lewistown.....	Lewistown Academy.....	.....	.....	.....	25	.....	150	1 Thur. in July.	C. E. Fainestock.
Boone.....	Belvidere.....	Belvidere Female Seminary.....	.....	.....	.....	20	2 50	220	September	Miss Emily Tuttle.

* CHICAGO, June 14, 1888.

W. B. POWELL, Esq.,

Sir—The Dearborn Seminary was established by a stock company, and was intended for a young ladies' school. It is not a boarding school. It is divided into three departments, viz: Primary, Intermediate and Collegiate. Four years is intended for the term of the regular course in the Collegiate department. The school has encountered some obstacles, and has not yet accomplished all that its founders hoped.

There have been one hundred and one pupils members of it during the present term.

The tuition established for next year is as follows: Collegiate department, \$64 per annum. Intermediate department, \$48 per annum. Primary department, \$32 per annum. Modern languages extra. Very respectfully,

ZUINGLIUS GROVER, Principal.

ABSTRACTS OF REPORTS OF TEACHERS'

Counties.	Town.	When com- menced.	Weeks continued ..	Number of instruct- ors	Number of members			Funds received from—		
					Male ..	Female...	Total....	County ..	Members..	Total....
Adams										
Alexander										
Bond										
Boone										
Brown										
Bureau....	Princeton....	October 25..	1	5	5		5	\$50 00	\$15 00	\$65 00
Calhoun										
Carroll ..	Mt. Carroll....		1							
Cass										
Champaign	Homer	October 4..	1	4	32	43	75	50 00	14 00	64 00
Christian..	Rosemond	Dec. 12....	1	48					25 00	25 00
Clark										
Clay										
Clinton										
Coles	Charleston	April 12....	1	1	20	21	41		38 00	38 00
Cook										
Crawford..										
Cumberland										
De Kalb....	Sycamore....	{ Oct. and } { Sept. ... }	1	6	18	15	33			
De Witt										
Du Page....	Wheaton....	October 4....	1	6	50	30	80		40 00	40 00
Edgar										
Edwarda										
Effingham										
Fayette....										
Franklin										
Fulton	{ Vermont and } { Cuba..... }	Sept. 20.. } April 5 .. }	2		74	64	138	18 50	15 00	30 50
Gallatin										
Greene										
Grundy										
Hamilton	McLeansboro'.	December 1..			10	3				
Hancock										
Hardin										
Henderson										
Henry	Galva.....	November 9..	1	3	25	35	60		70 00	70 00
Iroquois										
Jackson										
Jasper										
Jefferson										
Jersey	Jerseyville ..	June 24....	8dys	10	18	17	30		23 00	23 00
Jo Daviess	Galena.....	Nov. 15....	1	2	20	41	61	75 00	8 50	83 50
Johnson										
Kane										
Kankakee										
Kendall										
Knox	{ Oneida and } { Knoxville.. }	April } October. . }	2	4	50	50	100			
Lake										
La Salle....	Ottawa.....	April	1	7	38	21	59	50 00	19 00	69 00

INSTITUTES, *held during the year ending October, 1858.*

Name of Principal.	Names of Public Lecturers.
.....
.....
.....
.....
C. A. Allen.	{ J. F. Eberhart, Rev. Charles Tyler, Prof. McElroy, J. S. Eckles, M. Tabor, W. J. K. Parker, Dr. D. Lewis and Dr. M. E. Lazarus.
.....
S. Wright.	C. B. Denio, Dr. Cockran, C. B. Smith, S. Wright
.....
T. R. Leal.	L. M. Cutcheon, A. W. Freeman, W. D. Gunnig.
S. Wright.	S. Wright, Prof. N. Bateman, Hon. S. W. Moulton, Prof. Richards.
.....
.....
S. Wright.	S. Wright, J. B. Merwin, Dr. L. M. Cutcheon.
.....
.....
{ J. B. Cussett and } { R. Dow. }	S. Wright, Rev. G. D. Gore, W. H. Roberts.
.....
J. F. Eberhart.	J. F. Eberhart, Geo. S. Sherwood, Prof. Mattock, Dr. Ghout.
.....
.....
.....
.....
W. H. Haskell.	W. H. Haskell, S. Wright, J. S. Tartar, C. E. Fahnestock.
.....
.....
L. Rathbone. ....	.....
.....
.....
M. Taber.	John J. Bennett, Rev. C. M. Tyler, D. Winter, S. Wright, M. Tabor.
.....
.....
.....
S. Wright.	H. H. Howard, J. S. Edwards, Sprague White, Wm. P. Terry.
“	T. H. Robinson, Rev. Boring S. Wright, C. B. Denio.
.....
.....
.....
.....
Mr. Sanford	Rev. Dr. Beecher.
.....
I. Stone, jr.	J. F. Eberhart, Churchill Coffing.

ABSTRACT—

Counties.	Town.	When commenced.	Weeks continued....	Number of instructors.....	Number of members.			Funds received from—		
					Male.....	Female.....	Total.....	County.....	Members...	Total.....
Lawrence..	Lee Centre...	October 25..	1	7	51	24	75	.....	\$25 00	\$25 00
Lee	{ Pontiac.... }	October....	1	2	15	■	20	.....	
Livingston..	{ Dwight.... }							.....	
Logan.....								.....	
McDonogh..								.....	
McHenry...								.....	
McLean...	Bloomington..	April 6....	1	6	40	66	106	.....	25 00	25 00
Macon .....								.....
Macoupin ..	{ Carlinville & Brighton }	October... }	2				40	..	15 00	15 00
	{ Edwardsville and Alton }	April.... }								
Madison...		October 1 }	1		20	12	32	.....	32 00	32 00
		April 16.. }								
Marion.....								.....	
Marshall ..	Henry.....	October 4..	1	4	23	25	48	.....	
Mason.....								.....	
Massac.....								.....	
Monroe.....								.....	
Mercer.....	Alledo.....	February. }	1					.....		{
		Septemb'r }						.....	
Menard.....								.....	
Montgomery	Jacksonville..	August 24..	2dys	4	28	16	33	.....	20 00	
Morgan.....								.....	
Moultrie ..								.....
Ogle.....								.....	
Peoria. ♀	{ Princeville & Peoria }	April 6... }	2	■	46	76	121	100 00		
		October... }						.....	
Perry.....								.....	
Piatt.....								.....	
Pike.....	Perry.....	May 17....	1	1	18	25	43	.....	35 00	35 00
Pope.....								.....	
Pulaski ..	Shilo.....	June.....			20	12	32	.....	
Putnam....	{ Hennepin and Florid }	Septemb'r }	2	16	20	12	32	.....	30 00	30 00
		April.... }						.....	
Randolph ..	Sparta.....	January 1 ..		10	30		30	.....	30 00	30 00
Richland ..								.....
Rock Island								.....	
St. Clair...								.....	
Saline.....								.....	
Sangamon...	Williamsville .	November..	1		50	5	55	.....	
Schuyler ..	Rushville....	September .	1	1	33	13	46	.....	21 00	21 00
Scott.....								.....	
Shelby.....								.....	
Stark.....								.....	
Stephenson	{ Freeport and Cedarville }	Oct 13... }	1		33	26	59	50 00	17 00	67 00
		April 6... }								
Tazewell...	Fremont	August 23..	1		40	40	80	.....	
Union.....								.....	
Vermilion..	Danville	Sept. 14....	10ds	4	15	14	29	.....	29 00	29 00
Wabash....								.....	
Warren ...	{ Roseville.... Monmouth }	April.... }	2	4	23	30	55	30 00	45 00	75 00
		Sept.... }								

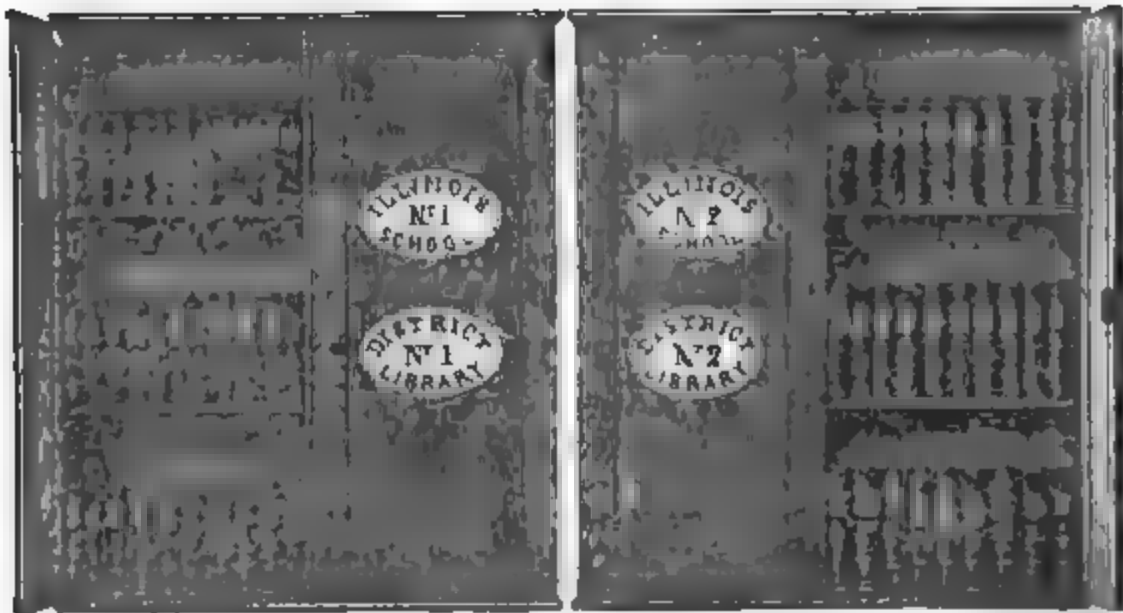
Continued.

Name of Principal.	Name of Public Lecturers.
J. A. Hawley... ..	J. Monroe, Rev. Wm. McKaig, Prof. J. F. Eberhart.
C. C. Hoagland .....	.....
.....
.....
.....	E. R. Roe, J. F. Eberhart, C. E. Hovey.....
.....
— Williams.....	Richard Edwards, S. Wright.
.....	Prof. Edwards, W. C. Flagg, G. L. Kellenberger, N. N. Wood, D. D.
.....
M. B. Goff	G. B. McElroy, S. Wright, Rev. Wynn, L. Stone, P. S. Pearley.
.....
.....
S. Wright.....	S. Wright, Rev. Bigger, Mr. Reed.
Prof. J. V. H. Standish.	J. V. H. Standish.
.....
.....
N. Bateman... ..	Prof. Sanders, J. H. Blodgett, S. Willard, N. Bateman, Pres't Russell.
.....
.....
.....	C. C. Hoagland, T. J. Conatty, C. D. Wilber, S. Wright.
.....
S. Wright.....	S. Wright, W. A. Chamberlin.
.....
S. Wright.....	Messrs. S. Wright, McCartney, McVoy, Morford and E. B. Watkins
Rev. Chas. Cross.....	J. F. Eberhart, E. L. Stone, B. C. Tabor, Chas. Cross.
Rev. Brown	Thomas G. Allen, E. J. Montague.
.....
.....
.....
F. Springer.....	F. Springer.
S. Wright	S. Wright, L. E. Wishard, C. H. Smith.
.....
.....
.....
{ S. Wright..... }	Prof. Emerson, C. E. Hovey, S. Wright, H. Freeman, J. B. Merwin.
{ Henry Freeman.. }	S. Wright, J. B. Merwin, M. M. Eaton.
Lemuel Allen.....	.....
.....
P. D. Hammond.....	Prof. Butler, Mr. Gunning, Rev. W. R. Palmer.
.....
.....
F. H. Tracy.....	D. R. Stevens, S. Wright, P. E. Read, G. W. Bachelder.

ABSTRACT—

Counties.	Town.	When com- menced.	Weeks con- tinued ...	Number of in- struct- ors.....	Number of members.			Funds received from—		
					Male.....	Female....	Total.....	County	Members ...	Total.....
Whiteside.	{ Prophetstown Fulton City.. }	.....	2	8	25	35	70	\$25 00	\$30 00	\$75 00
Will.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washingt'n	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wayne.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Williamson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Winnebago	{ Rockton and Cherry Valley }	October.. }	1	10	150	100	250	200 00	.....	200 00
Woodford.	Metamora	April }	1	4	18	12	30	.....	.....	.....
		September .								

Name of Principal.	Name of Lecturers.
George Sherwood.....	{ Geo. Sherwood, E. P. Scott, W. W. Davis, J. W. Shannon, G. G. Alvord, C. B. Campbell, Dr. Porter.
.....
.....
.....
.....
.....
Hiram H. Waldo.....	{ H. H. Waldo, G. G. Lyon, O. O. Blackmer, Seeley Perry, S. H. Jones, G. D. Hicks, H. Freeman, J. B. Kerr, Rev. S. G. Selden. Rev. O. A. Burgess, G. S. Bailey.
.....



ILLINOIS SCHOOL DISTRICT LIBRARIES.

LIBRARY, No. 1.

Irving's Life and Writings of Washington, 4 vols.
 Warder on Hedges and Evergreens.
 West's Life of General Francis Marion.
 " " Wm. Penn.
 Eliot's History United States.
 Dadd's Modern Horse Doctor.
 Hawthorne's Wonder Book for Girls and Boys.
 Grace Greenwood's History of my Pets.
 " " Recollections of my Childhood.
 Emerson's English Traits.
 Elliott's Western Fruit Book.
 Arctic Adventures.
 Johnston's Lectures on Agricultural Chemistry.
 Mechanic's Text Book.
 Griewold's Poets and Poetry of America.
 Thuer's Principles of Agriculture.
 Kingslake's Rothen, or Eastern Travels.
 Blackwell's Physical Education of Girls.
 Baist's Family Kitchen Gardener.
 " Am. Flower Garden Directory.
 Wirt's Patrick Henry.
 Franklin's Autobiography and Works.
 Dadd's American Cattle Doctor.
 Irving's Astoria.
 Bronte's Jane Eyre.
 Moore's Rural Hand-Books, 23 vols. in 4.
 Balzoni's Travels in Egypt.
 Exiles of Siberia.
 De Foe's Robinson Crusoe, illustrated, complete.
 Allen on the Culture of the Grape.
 De Vere's Book of Nature.
 Allen's Rural Architecture.
 Youman's Domestic Economy.
 Goldsmith's Vicar of Wakefield.
 Johnson's Rasselas. [culture.
 Norton's Elements of Scientific and Practical Agri-
 Ford's History of Illinois.
 Browne's Field Book of Manures.
 Edgeworth's Stories for Children.
 Allen's American Farm-Book.
 Swiss Family Robinson.
 Implements of the Farm.
 Bunyan's Pilgrim's Progress.
 Quinby's Mysteries of Bee-Keeping.
 Browne's American Poultry Yard.
 Munn's Land Drainer.
 Perthes' Life of Chrysostom.
 Barbauld's Evenings at Home.
 Fessenden's Complete Farmer and Am. Gardener.
 Bayard Taylor's Views Afoot; or, Travels in Europe.
 Field's Pear Culture.
 Scott's Ivanhoe.
 Macaulay's History of England, 4 vols.

LIBRARY No. 2.

Irving's Life and Voyages of Columbus, 2 vols.
 Lockhart's Napoleon.
 Brock's Book of Flowers.
 Edgeworth's Frank.
 " Harry and Lucy.
 Barry's Fruit Garden.
 Lynch's Dead Sea.
 Youatt and Martin on Cattle.
 Edgeworth's Rosamond, 2 vols.
 Bonessingault's Rural Economy.
 Bayard Taylor's India, China and Japan.
 Nash's Progressive Farmer.
 Scott's Heart of Mid-Lothian.
 Lydia M. Child's Woman in all Ages, 2 vols.
 Villas and Farm Cottages.
 American Farmer's Encyclopedia.
 Johnston's Chemistry of Common Life, 2 vols.
 Combe's Constitution of Man.
 Stewart's Brazil and La Plata.
 Gueson on Milch Cows.
 Youatt on Sheep.
 Chambers' Information for the People, 2 vols.
 Mitchell's Planetary and Stellar Worlds.
 Stewart's Stable Book.
 Read's Christie Johnstone.
 Reemelin's Vine Dresser's Manual.
 Pades on the Strawberry.
 Cooper's Spy.
 Allen's Diseases of Domestic Animals.
 Croly's Beauties of English Poets.
 Dusa's Muck Manual.
 Mayne Reid's Forest Exiles.
 " " Young Voyagers.
 Downing's Landscape Gardening.
 Cook's Voyages.
 Olcott's Borgho and Imphee, with Lovering's Freedom.
 Bruce's Home Life in Germany.
 Eastwood on the Cranberry.
 Dickens' Child's History of England, 2 vols.
 Moore's Epicurean.
 Blake's Farmer at Home.
 Thompson's May Martin.
 Neil's Fruit, Flower and Kitchen Gardener's Com-
 panion.
 Audubon, the Naturalist.
 Thompson's Food of Animals.
 Life of Capt. John Smith.
 Farmer's Land Measurer.
 Zechokke's History of Switzerland.
 Johnston's Catechism of Agriculture.
 Kirkland's New Home, Who'll Follow.
 Gibbon's Decline and Fall of the Roman Empire,
 6 vols.

LIBRARY, No. 3.

Irving's Mahomet and Successors, 2 vols.
 Indiana, 2 vols.
 History of Morgan Horses.
 Explorations in South Africa.
 Own Book.
 Reid's Desert Home.
 " " Boy Hunters.
 Irving's Sketch Book.
 Taylor's Sources of the Nile.
 Grasses.
 Stories from English History.
 from Ancient History.
 Travels in Tartary and Thibet.
 Pilot.
 Bibles.
 Veterinarian.
 Poetical Works.
 Norway and Sweden.
 Guillard's Women of Israel, 2 vols. [Mexico.
 El Dorado; or, Travels in California and
 Life of General Israel Putnam.
 Principles of Geology.
 Anatomy and Physiology of the Horse.
 Locke Amaden.
 Scott's Poetical Works. [Geology.
 Elements of Agricultural Chemistry and
 and Merton.
 Ancient History, 4 vols.
 Christmas Stories.
 History of Turkey, 8 vols.
 Pioneer Women of the West.
 Fable; Stories from Ancient Mythology.
 Confessions of an Opium Eater.
 Life of Lafayette.
 Book of the Farm.
 Complete Grape Grower's Guide.
 Miscellanies.
 for a Blow.
 Domestic Tales.
 Views of Nature.
 Undine and Sintram.
 Complete History of Germany.
 Lives.
 of Good Wives.
 and Fishing.
 Zenobia.
 Nineveh.
 Russia.

LIBRARY, N 4.

Brougham's Lives of English Statesmen, 2 vols.
 Bush's Queens of France, 2 vols.
 Irving's Rocky Mountains.
 Youatt on the Horse.
 Thompson's Green-Mountain Boys.
 Addison's Sir Roger de Coverley.
 Saxe's Humorous and Satirical Poems.
 Holmes' " " "
 Irving's Conquest of Florida.
 Bridgeman's Young Gardener's Assistant.
 Arnold's History of Rome.
 Olmsted's Texas.
 Scott's Tales from Scottish History.
 Randall's Sheep Husbandry.
 The Cartons: A Family Picture.
 Life of John Halifax, or English Home Life.
 Man-of-War Life.
 Merchant Vessel.
 Bartlett's Lady Jane Grey.
 Burton's Meccah.
 Garland's Life of John Randolph.
 Henry VIII. and his Six Wives.
 Woodworth's American Miscellany of Entertaining
 Knowledge, 6 vols.
 Bartlett's Joan of Arc.
 Hildreth's Life of Thomas Jefferson.
 Hume's History of England, 6 vols.
 Sidney Smith's Works.
 Macaulay's Essays.
 Jeffrey's Miscellanies.
 Thiers' French Revolution.
 Guizot's History of Civilization.
 Gillies' History of Greece.
 Cooper's Naval History of the United States.
 Sedgwick's Rich and Poor Man.
 Curtis' Potiphar Papers.
 Howitt's Adventures in Australia.
 Stockhardt's Chemical Field Lectures.
 Miner's Bee Keeper's Manual.
 Cole's American Fruit Book.
 Leuchar's Hot Houses and Green Houses.
 Youatt on the Hog.
 Dixon and Kerr's Poultry House.
 Schenck's Gardener's Text Book.
 Smith's Landscape Gardening.
 Waring's Elements of Agriculture.
 Cobbett's American Gardener.
 Herbert's Hints to Horse Keepers.

DUTIES OF THE LIBRARIAN.

Fill up the ticket on the inside of the cover of each volume, as the Directors may instruct.
 Whenever any book is borrowed, before it is taken away, make a complete entry in this Register.
 Whenever any book is returned, notice how long it has been out, and whether it has been injured,
 and make the proper entries on the Register.
 Whenever a fine has been incurred for violation of the rules, (see ticket in each volume,) collect the
 fine and allow no one to be loaning another book to the same person.
 Once a month, compare the volumes in the Library with the Catalogue and Register, and notify
 the borrowers, whose time has expired, to return the books in their hands.
 Report, to the Annual District Meeting for the Election of Directors, the number and condition of
 the books in hand when you took charge of the Library, the number of volumes borrowed during the year, and
 the number and condition of the books at date of report; also, the number and names of volumes lost or
 damaged, and the amount of fines due and collected.
 Any "inhabitant of the District" may borrow any volume from the Library, subject to the rules
 established by the Directors.

CUMBERLAND COUNTY.

The following statement of the condition of the schools of Cumberland county came too late for insertion in its proper place. It is due to the commissioner of that county to state, that its want of completeness results from his never having received the blanks issued by this department to the school officers. The statement, though decidedly meagre, is inserted here to complete the returns from the whole one hundred counties.

To the Superintendent of Public Instruction :

SIR—In accordance with the requirements of law, I have the honor to submit the following report of the condition of common schools in the county of Cumberland and state of Illinois, commencing October, 1856, and ending October, 1858.

	1856-7	1857-8
Whole number of schools taught.....	76	78
No. of schools taught by males and females at different times....	42	48
Whole number of scholars in attendance at schools	2,850	3,320
Whole number of male teachers.....	60	65
Whole number of female teachers.....	30	39
The highest monthly compensation paid male teachers.....	\$40 00	\$40 00
The lowest monthly compensation paid male teachers.....	10 00	10 00
The lowest monthly compensation paid female teachers.....	9 75	10 00
The highest monthly compensation paid female teachers	25 00	30 00
The average monthly compensation paid male teachers.....	20 00	25 00
Schools taught by males and females at same time.....	1	1
Number of white persons under 21 years old.....		4,179
Amount of township and county fund.....	\$13,231 79	\$13,231 79
Amount of the interest of the state or common school fund....	273 00	273 00
Interest of the township and county fund annually paid out.....	10,320 00	.....
Amount raised by <i>ad valorem</i> tax, about	550 00	1,000 00
Whole amount annually expended for schools.....	6,539 81	.....
Number of school houses: brick 1, frame 15, log 40; in all.....	56	.....
Number of townships and parts of townships... ..	15	.....
Amount of money received on fines	\$100 00	150 00
Whole townships in county	7	.....
Fractional townships in county.....	8	.....

H. B. DECIUS,
School Commissioner.

CHICAGO PUBLIC SCHOOLS.

The following elaborate and interesting report of the history and condition of the Chicago Public Schools, was prepared, at the request of the Superintendent, by Mr. Chas. A. Dupee, the accomplished principal of the High School, but came to hand too late for insertion with the report from Cook county, which would have been its proper place:

THE PUBLIC SCHOOLS OF CHICAGO.

In 1834 came into existence the first public school of Chicago. The school section of the township in which the embryo city was struggling into existence, had been mostly sold the preceding year, and from the fund thus created, an appropriation was made to a school taught by Miss Eliza Chappel, in the First Presbyterian church, on the west side of Clark street, between Lake and Randolph.

To this, No. 1, of Chicago schools, came a considerable number from other townships; one object of the school at that time being to train up teachers for common schools in the new settlements. There was also an infant department occupying the same room in the church, and separated from the other department by a curtain.

Miss Chappel, who is now the wife of the Rev. Jeremiah Porter, of Chicago, resigned her charge in 1835, and the school passed into the hands of Miss Ruth Leavenworth. In 1834, also, the school taught in the First Baptist church, on South Water street, near Franklin, by Mr. G. T. Sproat, became a public school. This school had been opened the preceding year by Mr. Sproat, a Boston man, as an English and classical school for boys. In 1834 was constructed the first house built for a school in Chicago. It was erected on the north bank of the river, just east of Clark street, by the liberality of Cols. Hamilton and Owen. Mr. John Watkins was employed to teach in this building; and this, also, became a public school in 1835. Miss Leavenworth's school received much sympathy and aid from John S. Wright, esq., who built a house for its use at his own expense. In 1836 this school was discontinued, and Miss Frances L. Willard opened in the same place a school for the instruction of young ladies in the higher branches of education. She was succeeded by Miss Louisa Gifford, now Mrs. Dr. Dyer, and the school again became a public one. In the winter of 1834-5, Mr. George Davis had a school over a store on Lake street, between Dearborn and Clark; and in 1835 the same gentleman taught a public school in the Presbyterian church, on Clark street. Owing to the want of records it is difficult to speak definitely of the distinction between public and private schools at this period. It is known, however, that in 1835 the whole number of schools in the town, including both public and private, was seven. In the same year, an act was passed by the legisla-

ture of the state in relation to schools in township thirty-nine north, and range, fourteen east, which contained the following provisions :

1. The legal voters of the town were to elect annually, on the first Monday in June, "either five or seven persons, to be school inspectors."

2. The inspectors were to recommend to the county commissioners to lay off and divide the township into school districts ; and the commissioners were required to lay off, divide and alter the districts, as the school inspectors might from time to time recommend.

3. The inspectors were to examine teachers, visit the schools, prescribe text books, etc.

4. "The legal voters in each school district, shall annually elect three persons to be trustees of common schools, whose duty it shall be to employ qualified and suitable teachers ; to see that the schools are free, and that all white children in the district have an opportunity of attending them, under such regulations as the inspectors may make ; to take charge of the school houses, and all the school property belonging to the district, and to manage the whole financial concerns thereof. The said trustees shall annually levy and collect a tax sufficient to defray the necessary expense of fuel, rent of school room, and furniture for the same ; and they shall levy and collect such additional taxes as a majority of the legal voters of the district, at a meeting called for that purpose, shall direct : *Provided*, That such additional taxes shall never exceed one-half of one per cent. per annum upon all the taxable property in the district ; all of which taxes the said trustees shall have full power to assess and collect."

In November, of the same year, the town of Chicago was divided into four school districts. District No. 1, was in the North division of the city, and the designation of the other districts was entirely different from that which has since been adopted. In 1836, and until March, 1837, Mr. John Brown taught a private school in the North division, near the corner of Dearborn and Wolcott streets. In March, 1837, Mr. Edward Murphy opened a private school in the same building. This building was afterwards rented by the trustees of the district, and Mr. Murphy was employed to teach a public school, from August, 1837, to November, 1838. His salary was \$800 per annum.

In March, 1837, Chicago became a city. By the conditions of the charter, the common council were made commissioners of schools for the city. They were to appoint, annually, not less than five nor more than twelve school inspectors. The legal voters of each school district were to meet annually and elect three trustees of common schools, as before. The first board of inspectors, after the incorporation of the city, was elected May 12th, 1837. It consisted of the following members: Thomas Wright, N. H. Bolles, John Gage, T. R. Hubbard, I. T. Hinton, Francis Peyton, G. W. Chadwick, B. Huntoon, R. J. Hamilton, W. H. Brown.

In 1838, the public schools were taught by Messrs. McClellen, Murphy, Bennett, Collins, Bailey, Calvin DeWolf and Thomas Hoyne. In 1839, a special act was passed by the legislature, in relation to the common schools of Chicago, which laid the foundation of our present school system. By this act the school fund of Chicago was transferred from the charge of the school commissioner of the county, and placed entirely under the control of the common council of the city. The council were also empowered to raise money by taxation for the support of schools, and for the purpose of supplying the inadequacy of the fund for the support of teachers. It was made the duty of the council to appoint seven school inspectors for the city, and three trustees for each school district.

The first board of school inspectors, under the new organization, consisted of the following members: William Jones, J. Young Scammon, Isaac N. Arnold, Nathan H. Bowels, John Gray, J. H. Scott, Hiram

Hugunnin. The first meeting of this board was held in November, 1840, and Wm. Jones was elected chairman.

It is at this date that the written records of the public schools commence. Chicago at this time had a population of only four thousand eight hundred, and its public schools were taught by four male teachers. Two of these were employed in the South division; the North division had one, the West one. The salary paid to each of these teachers was \$33 33 a month. From the regulations adopted by the board of inspectors in April, 1841, it appears that the schools were kept five days and a half, a week, with "a recess of a few minutes" each half day; and the amount of vacation allowed in a year, was four weeks.

In 1844, the first public school house was erected, on Madison street, between Dearborn and State. The population of Chicago continuing to increase with unexampled rapidity, other large buildings were erected from time to time. The city charter allowed an annual tax of two mills to be levied for school purposes, but it has ever been found very difficult, if not impossible, from the resources of this fund, to provide accommodations for all who would attend the public schools.

In January, 1846, there were three male teachers and six female teachers; in 1850, four male teachers and twenty female teachers. Chicago had, at this time, about thirty thousand inhabitants. In December, of the same year, the common council passed an ordinance making it the duty of the teachers of the public schools to meet on Saturdays, and hold a Teachers' Institute, under the direction of the school inspectors, and, by a rule of the board of inspectors, the teachers were required to meet on the first, second and third Saturdays in each month, and remain in session not less than two hours at each session. In 1852, the number of meetings was reduced to two per month, and in 1856, to one, commencing at 9 A. M. and continuing till 12, with a recess of fifteen minutes.

After the reorganization of the school, in 1846, various improvements were from time to time introduced, but the general system remained substantially the same till the office of superintendent was created, in 1854. In the same year, the office of trustees of the several school districts was abolished, and the employment of teachers and the charge of the school property passed into the hands of the board of inspectors.

The following is a copy of the ordinance prescribing the duties of the superintendent:

SECTION. 1. The superintendent of public schools shall act under the advice and direction of the board of education, and shall have the superintendence of all the public schools, school houses, books and apparatus: *Provided, however,* That repairs and improvements to the school houses and estates, and the furnishing of fuel, water, and school furniture, may be done under the direction of the "city superintendent." He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which place shall be the general depository of books and papers belonging to the board of education, and at which the board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all the children in this city, who are instructed at the public schools, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the several classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and to remedy defects.

SEC. 3. He shall attend all the meetings of the board of education, and act as secretary thereof. He shall keep the board of education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings at all times open to the board of education. A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall, moreover, report to the board of education, from time to time, such by-laws and regulations for the government, discipline and management of the public schools as he may deem expedient, and the same may be adopted by the board; and shall also perform such other duties as the board of education shall from time to time direct.

SEC. 4. The superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the board whenever he shall find any teacher deficient or incompetent in the discharge of his or her duties.

It appears from the ordinance that there was a want of system, and consequently a want of progress in the schools at this time, and that the labor of thoroughly examining the schools, and properly classifying the pupils according to age and attainments, and selecting appropriate studies for the classes was too great to expect of the board of school inspectors. In some schools, at this time, the want of system and proper classification was so great that the same pupils attended one department in the forenoon, and the other in the afternoon. No class-books, or general registers of admissions and discharges of pupils were kept, and it was utterly impossible to tell what pupils did or did not belong to the schools at any given time, except by their presence. The classification was so imperfect, in the primary department in particular, that in consequence of pupils reciting in very small divisions in the recitation room, and there being no more than one division in those rooms at the same time, about as much time was consumed in going to and from the recitation rooms as in teaching. The principals of the primary departments, without exception, did but little, except to govern the pupils in the large rooms. And there having been no proper classification, and consequent division of labor, no individual responsibility was felt. As neither examination nor age was requisite to promotion from one department to the other, promotions were made at the pleasure of the principals of the primary departments. There was a great want of uniformity in the systems of teaching and discipline adopted in the various schools. Such was the condition of the public schools, then numbering only six or seven, with an average attendance of a little more than two thousand pupils, when John C. Dore, in May, 1854, entered upon the duties of superintendent. The selection was a most fortunate one for the schools of the city. Mr. Dore comprehended the nature of the evils to be remedied, and saw the best means of removing them. The board of inspectors and the common council of the city were always found ready to co-operate in any measures likely to advance the interest of the schools. It was from no want of interest upon the part of the board or of the citizens that so many defects existed in the school organization. But the schools had become so numerous that the *continued oversight* of some person experienced in educational matters was necessary to give them that system and unity and vigor of which they stood so much in need. By personal visitation and examination Mr. Dore classified the pupils in the various schools, and apportioned the classes among the several teachers, so as to secure a proper division of labor and individual responsibility. Promotion was made to depend *upon the qualifications* of the pupils, as determined by examination.

The teachers were provided with class books, and required to register the names of their pupils, and to keep an accurate account of their daily and average attendance, of their recitations and conduct. These books were to be always subject to the inspection of the board of education, and of the parents of the pupils. All the schools were graded and classified in the same manner. The council, during the first season of Mr. Dore's administration, were called upon to make the requisite appropriations for the following purposes: to pay suitable persons for sweeping and washing the school-rooms, and for making fires—labor performed up to that time by the pupils—to ornament the several school estates with trees; and to erect a building for the institution of a high school, "commensurate with the present wants and prospective growth of the city of Chicago." The council responded liberally to these calls. The necessity of a high school to complete the system of public schools was universally acknowledged, and an appropriation was made for the erection of a building for such an institution. As one great object of the establishment of a high school was to elevate the character of the common schools, attendance for a considerable period at some one of the latter was made a condition of admission to the high school. Great attention at this time was paid to securing the services of the best teachers for the public schools of the city. The salaries of those who gave satisfaction were materially raised.

At the beginning of the year 1855, there were seven public schools, and thirty-five teachers, with about three thousand pupils. The highest salary received by any male teacher was \$1,000 per annum—the highest salary received by any female teacher, \$350 per annum. Chicago, at this time, contained more than seventy thousand inhabitants, and the assessed value of real and personal property was something over twenty-four millions of dollars. In January, 1856, there were nine public schools in the city, and forty-two teachers, with about six thousand eight hundred pupils. Several of the male principals were, at this time, receiving \$1,200, and several of the females \$400. In March, 1856, Mr. Dore resigned his situation. The period of Mr. Dore's superintendency inaugurated a new era in the history of the public schools of Chicago. Many of the measures adopted at that time, though not immediately effective, have borne rich fruit since his withdrawal from office. Before he resigned, provision had been made for the construction during the next summer, of a high school building, and two grammar school buildings, upon improved plans. The public schools, in all classes of society, were highly popular.

In June, 1856, Mr. W. H. Wells, principal of the State Normal School, at Westfield, Massachusetts, and author of Well's English Grammar, accepted the office of superintendent of public schools of the city of Chicago. In spite of the increased accommodations provided during this year, and although all the public school houses were crowded with scholars, Mr. Wells estimates that there were at least three thousand children in the city who were utterly destitute of school instruction, or any equivalent for it. Mr. Wells has been indefatigable in his efforts to promote regular attendance at the grammar schools. The changing character of the population of Chicago would lead one to

expect a per cent. of attendance on the whole number enrolled during the year below that of most other cities, but it certainly did not afford a satisfactory reason for a per centage so low as *thirty-one*—the actual average per cent. of the Chicago schools for 1856. The board of education, in 1857, after much deliberation, adopted the following rule with regard to irregularity of attendance.

“Any scholar who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent and the superintendent that the pupil is suspended. No pupil thus suspended shall be restored to school, till he has given satisfactory assurance of punctuality in the future, and obtained permission from the superintendent to return.”

Mr. Wells states, in his last report, that this rule has already accomplished twice as much in improving the standard of punctuality in the schools as all previous agencies combined, and that so far as he can learn, it has given general satisfaction. During the years 1856 and 1857, four new school houses were constructed, accommodating each about six hundred pupils, but still there were hundreds of children who could not be accommodated with seats. The system of classification and gradation adopted by the first superintendent has been carried out fully by Mr. Wells. Indeed, it is no more than justice to this latter gentleman to say that he is the embodiment of system. He introduces order and regularity everywhere.

The discipline of the public schools has been very much improved within the last two years. Much better order is preserved in the schools, and corporeal punishment has become almost a nominal thing. The use of school registers and monthly reports has been found very efficacious in preserving order and exciting the pupil's ambition to do as well as possible. Mr. Wells thinks that the judicious use of such a register will reduce the necessity for corporeal punishment as much as fifty per cent.

In January, 1856, Flavel Mosely, esq., presented the city with the sum of \$1,000, to be invested as a part of the school fund, and the interest to be expended in the purchase of text-books, for indigent children attending the public schools. In the same year, Dr. John H. Foster, inspired with a similar generous spirit, gave to the city the sum of one thousand dollars—the interest to be annually expended in purchasing gold, silver, or bronze medals, or diplomas, to be awarded to the most deserving scholars in the different departments of the public grammar schools of the city.

In the year 1857, Wm. Jones, formerly chairman of the board of inspectors, placed at the disposal of the board of education the sum of \$1,000, the interest of which is to be applied for the benefit of the school on Clark street, known as the Jones school, in procuring text-books for indigent children.

By the city charter of 1857, the board of school inspectors was made to consist of fifteen members, instead of seven, and was styled the “Board of Education.” The members hold their seats three years, five new members being appointed by the council each year.

At the beginning of the year 1857, including the high school, there

were thirteen public schools in Chicago, sixty-one teachers and 8,542 pupils. The average number of pupils assigned to each teacher in the grammar and primary schools of Chicago is much greater than in any other city. In Boston the number to each teacher is 57; New York, 50; St. Louis, 50; Philadelphia, 55; Chicago, 78.

The whole number of pupils of school age, attending the *private schools* of the city during any one of the last three years, is between four and five thousand. While the increase in the number attending the public schools is about two thousand a year, the number attending private schools remains about the same.

The city ordinances require that free instruction shall be provided for *all* the children residing within the limits of the city, who are over the age of five years, and who desire to attend the public schools. They remain until prepared to enter the high school, unless previously withdrawn.

Instruction in vocal music has for many years been given in all the schools. A teacher is appointed by the board, who devotes his whole time to teaching classes in the various schools. The present instructor, Mr. William Tillinghast, is an accomplished musician, and very successful teacher.

In February, 1858, there were thirteen public schools, eighty-one teachers, and 10,786 pupils. In February, 1859, the number of public schools was fifteen, the number of teachers, one hundred and five, and more than 12,000 pupils.

SCHOOL BUILDINGS.

The first public school house, as already stated, was erected in 1844. This important measure was, in a great degree, accomplished by the well directed efforts of Ira Miltimore, esq., who was, at that time, a member of the common council. On account of its great size, this house was regarded by a large portion of the citizens as a monument of folly. They had not sufficient faith in the future of Chicago to believe that so large a house would ever be needed for common school purposes. In the following year the mayor recommended, in his inaugural address, that the council should either sell the house or convert it into an insane asylum, and build one, two or more small houses, suited to the wants of the city. Better counsels, however, prevailed, and this building has long been occupied, and filled too, by the Dearborn school. Notwithstanding the objections to this building, as the city continued to increase rapidly in population, five other large brick houses, upon substantially the same plan, were erected between the years 1845 and 1854. These six buildings, situated in different parts of the city, are still occupied by the public schools. Each is two stories in height, the lower to accommodate the primary, the upper the grammar department. Upon each floor there are three rooms, one large general room, occupied by the principal, and two small recitation rooms for the assistants. Each building is calculated for six teachers, and from three to four hundred pupils. During the years 1856 and 1857 four first class grammar and primary school houses, beside the high school building, were erected. These four buildings were constructed upon an entirely different plan,

They are built of the best brick, and in the most substantial manner—are three stories in height, and are divided into rooms, each of which will accommodate about sixty pupils, designed for the immediate charge of one teacher. Each room is furnished with single seats and desks, of the best manufacture, at an expense of from five to six dollars per seat and desk. Each building accommodates about six hundred pupils. The cost of each, including furniture, was over thirty thousand dollars. During the year 1858, one large brick building, regarded by those acquainted with school architecture, as a model of its kind, was erected by the city at a cost of about twenty-four thousand dollars. It is calculated to accommodate about twelve hundred pupils. In no other year could so large and substantial a building have been erected at so small a cost. The new buildings are all heated by hot air furnaces or by steam. There is still, however, great room for improvement, as respects both heating and ventilation. In arranging and furnishing the new buildings, and organizing schools in them, the knowledge, experience, and tact of Mr. Wells, the superintendent, have been of invaluable service to the board.

HIGH SCHOOL.

The want of a high school to complete the system of public schools of the city, had been felt for some time, when in 1855 the common council passed an ordinance for its establishment. The high school edifice was completed in the summer of 1856. The whole value of the building and furniture is about \$50,000. The plans of the house were furnished by J. C. Dore, esq., who was then superintendent of the public schools, and the Illinois State Agricultural Society awarded him a diploma and premium for the “best design for high school building.” He has also received premiums from several other societies for the plan of the building. It is built of Athens stone, 88 feet long by 52 feet wide, with central projections, 5 feet by 25, making the width of the building at the centre 62 feet. The first and second stories are each 14 feet, and the third 17 feet high in the clear. The tint of the rough stone is a light blue; that of the cut stone, though of the same quality, is a lighter color, forming an agreeable contrast. One-half of the third story is appropriated to a hall, the other half is divided into school rooms and ward-robbs, in the same manner as the second story is divided. The building contains ten school rooms, 23x35, one of which is used as a library and apparatus room. The other nine are provided with seats and desks for forty pupils each. The building can comfortably accommodate, therefore, about 360 pupils. It is warmed by three hot air furnaces and two stoves. The furniture is of the best eastern manufacture, and combines, as it is believed, durability, beauty and convenience. Some of the rooms have been already carpeted by the pupils occupying them. The lot upon which the high school building is situated, is two hundred feet square, and is considered worth twenty thousand dollars. It is surrounded with a neat wooden fence, and has been ornamented by the pupils with trees and shrubbery to a considerable extent.

A deep interest was felt by the board of education, and by the citizens generally, in the success of the school to be opened in this building. Although it was contrary to the practice of most other cities, the common council determined to offer the benefits of their high school alike to both sexes. Mr. Charles A. Dupee, a graduate of Yale College, who had taught in the Chicago public schools for several months, was appointed principal. Three distinct departments were provided for—the Classical, English, High and Normal. The school opened October 8, 1856, with 125 pupils and four male teachers. In December of the same year, about fifty more were admitted and another teacher appointed. The French and German languages were taught at this time by a native German. Scholars are admitted to the high school only at the regular examinations, which occur in July and December. Candidates for admission are examined in reading, writing, spelling, grammar, geography, arithmetic and history of the United States. In conducting the examination in reading, each candidate is requested to read two passages, one in poetry and one in prose. The examination in the other branches are all conducted in writing. To each candidate a numbered card is given, when he enters the examination room, and he is thenceforth known only by his number. The cards are so mingled together that the distributor of them knows nothing of the number on any particular card. Printed questions are distributed to the pupils, and sufficient time allowed to answer them. After the candidates are dismissed, their written answers are carefully scrutinized, and marked on a scale of a hundred. The general examination average of each pupil is found by adding the averages for the different studies, and dividing by the number of studies. To render the result of the examination still more reliable, the principal of the school and the superintendent select the papers of all the candidates, whose general averages are within five or ten per cent. of the lowest rank admitted, whether above or below, and revise all the estimates with special care. The names of candidates are never seen by any one from the time they are received on the morning of the examination till after this revision of estimates and the final decision of the board. The whole number of candidates for admission to the high school at the first examination was 158. Of these, 114 were admitted, and 44 rejected. The per cent. of correct answers required for admission was *fifty*. At the examination of December, 1856, the whole number of applicants was 204; of whom fifty-one were admitted, and 153 rejected. The per cent. of correct answers required was *fifty-seven*. The last examination held was in December, 1858. The per cent. of correct answers required was *sixty-one*. The questions asked at the examination of July, 1857, were as follows:

ARITHMETIC.

1. In 144 miles, 1 furlong, 8 yards, 1 foot, how many feet?
2. Give a rule for the multiplication of decimals, and explain the method of "pointing off" in the following example: $.0825 \times .856$.

3. What is the sum of $\frac{1}{6\frac{1}{2}}$, $\frac{3}{2\frac{1}{2}}$, $\frac{2\frac{1}{2}}{5\frac{1}{2}}$?

4. Reduce 35 rods, 9 feet and 2 inches to the fraction of a furlong.
5. Require the compound interest of \$316 for 3 years, 4 months and 18 days, at 6 per cent.
6. A. has B.'s note for \$914 75, due November 25, 1857; what is the note worth January 1, 1857?
7. Define ratio and proportion, and give examples of each.
8. A. sold a horse for \$75 and lost 10 per cent.; what was his cost?
9. What is the square root of 776,161?
10. Give the table for wine measure.

GEOGRAPHY.

1. How do you reckon longitude, and what is the value of a degree?
2. Give the political divisions of Europe.
3. Name the mountain chains of North America.
4. Name ten of the most important cities of South America, and give their location.
5. What groups of islands east of Asia?
6. Name fifteen of the principal rivers between the Alleghany and Rocky mountains, and give their sources.
7. By what route would you travel from London to Calcutta?
8. What English and American settlements in Africa?
9. Between what parallels of latitude and what meridians does Australia lie?
10. Give what you know of the surface, soil and climate of Illinois.

GRAMMAR.

1. Define and name the vocals, sub-vocals and aspirates.
2. When, in the use of the indefinite article, do we employ the form "an," and when "a"? Do you say "an unit" or "a unit"—"such an one" or "such a one"?
3. Explain the difference between qualifying and limiting adjectives.
4. What do you understand by the "tense" of a verb? Give a synopsis of all the past perfect tenses of the verb "strike."
5. Give a full synopsis of the verbs "forsake," "lay," "work," "choose."
6. Analyze and parse the following sentence: "I was not aware of its being he."
7. Into what classes are conjunctions divided? Give examples of each.
8. Define each mode.
9. What is an abstract noun? What a collective noun? Give two or more sentences containing examples of each.
10. Correct the following sentences: "It was him;" "I don't write like you do;" "Every one must judge of their own feelings;" "He shall not want for encouragement."

HISTORY.

1. Who were the Hessians.
2. Name the thirteen original states.
3. What can you say of Bacon's rebellion?
4. Give a brief account of King Philip's War.
5. What can you say of the early settlement of Maryland?
6. What were some of the first steps taken to promote education in the colonies?
7. What can you say of the first Colonial Congress?
8. What can you say of the Stamp Act?
9. What was the condition of the United States at the close of the Revolutionary War?
10. Give some account of the administration of Gen. Jackson.

SPELLING.

Courtesy,	Earnestness,	Fictitious,	Superficial,	Thoroughly,
Possession,	Philanthropy,	Isthmus,	Guilty,	Reception,
Hagerness,	Vivacity,	Eccentric,	Mansion,	Prayer,
Fierce,	Reliance,	Atmosphere,	Guinea,	Scarcity.

Besides frequent reviews in all the different classes, the pupils are subjected to a thorough written examination at the close of the first and second terms of the year. At the end of the year, there is a public oral examination in all the studies pursued. This examination is continued for several days, and affords a favorable opportunity for parents and others to inform themselves in regard to the efficiency of the system of instruction, and the progress made by the pupils during the year. The design is to make the examination as thorough and searching as possible.

On the last day of the year, public anniversary exercises are held, consisting of orations and essays by the pupils that have distinguished themselves during the year, by their successful devotion to study.

When a pupil is admitted to the school, the following circular is immediately addressed to the parent, explaining the scope and direction of the different departments of study:

"CHICAGO HIGH SCHOOL,
—, 185.

DEAR SIR—Your ——— having passed the requisite examination, is admitted as a pupil of the Chicago High School.

The board of education, desiring to give the children of their fellow-citizens as complete a course of instruction as possible, in the time devoted to this object, and to adapt the character of the instruction to the intended pursuit of the student in after life, have arranged as follows the studies of the school:

1. **THE CLASSICAL COURSE.**—This extends through three years, and includes all the studies pursued in the school, except the more advanced English branches, such as the higher mathematics, chemistry, etc. It is recommended to all who intend to give their children a collegiate education, or who design them for teachers, or for any other occupation or profession, in which an acquaintance with the ancient languages is deemed desirable.

2. **THE ENGLISH HIGH COURSE.**—This extends through three years, and includes all the studies taught in the school, except the ancient languages. It is recommended to all who design their children for pursuits connected with trade, commerce, manufacture, and the mechanic arts.

3. **THE CLASSICAL AND ENGLISH HIGH COURSE.**—This extends through four years, and includes all the studies taught in the school. It is recommended to all who intend continuing their children in school four years.

4. **THE NORMAL COURSE.**—This extends through two years, and is intended for young ladies desiring to become teachers.

You are respectfully requested to select from these courses the one you wish your ——— to pursue. The students of the different courses, admitted at the same time, form but one class in most of their studies.

Whichever course you select, your ——— will have the same advantages of general discipline, moral culture and companionship. Respectfully,

CHARLES A. DUPEE, *Principal*.

RECORDS AND REPORTS.

All the recitations are graded on a scale from 0 to 100, and a permanent record is made of the standing of each pupil. This exhibits, in a definite form, the progress of the pupils during their connection with the schools. Similar records in other cities are consulted as *criteria* of the character and ability of graduates, by those who wish to employ them in business, or for other reasons desire to obtain a correct idea of their character and capacity.

At the close of every month, a report of the standing of each pupil is sent to the parent or guardian. The following is the form of this report:

CHICAGO HIGH SCHOOL.

Report of.....No..... in Section.....consisting of... ..Pupile
in the.....Department, for the Term ending..... 185

	1st Month.	2d Month.	3d Month.	4th Month.	Examin- ation average.	Average for term.
.....						
.....						
.....						
.....						
.....						
.....						
.....						
.....						
.....						
.....						
Scholarship average,						
Deportment average,						
Attendance average,						
Total average,						
Parents' signature.						

Scholarship, attendance and deportment are graded from 100 to 0. The average of the daily recitations in each study for the month constitutes the scholarship average. The averages of the daily attendance and deportment for the month constitute the attendance and deportment averages. The examination average for the term is regarded as equivalent to the average for one month. The average of all these results for the term is the total average, and constitutes the pupil's rank for the term. The attendance and deportment averages should always be 100. The scholarship average should always be at least 80 in each branch of study. If the averages of any pupil are lower than these the parent should infer that the progress of the pupil is unsatisfactory, and that unless an early improvement is manifested he must fall to a lower grade.

ATTENDANCE.

As a general rule, there is no surer test of the efficiency of a school than its record of attendance. In the high school, from the very first, this has been excellent. The per cent. of attendance on the average number enrolled during the time which the school has been in existence has not been less than ninety-six and six-tenths. The per cent. of attendance of the boys of the school is about ninety-eight. It is believed that few high schools can show so good a record in this respect as that of Chicago.

A very serious obstacle to perfect classification consists in the fact that a large part of the members of each class leave school before completing the full course. The same difficulty exists in all schools of a similar character. In the Philadelphia High School, which is one of the best in the country, more than one half of the pupils leave before the expiration of two years. From the opening of the Chicago High School, October 8, 1856, to January 1, 1858, 28 per cent. of all admitted have left the school. This is a lower rate than in most schools of the kind.

During the year 1858, prize declamations were instituted. Prizes to the amount of twenty-five dollars were distributed among the four best declaimers, the award being made by a committee of well known citizens. Prizes to a similar amount were also given at the close of the year for the four best English compositions.

No pains have been spared by the board of education to give the high school a right direction at the beginning, and it is believed that such an institution could hardly be opened under similar circumstances, with a better system of classification and instruction, or with greater promise of permanent usefulness and success. The three departments—Classical, English, High and Normal—are fully and distinctly organized under one general direction, as parts of a complete system of higher education. Provision is made for instruction in modern languages. The most competent and faithful native teachers are employed in both French and German. The course in their languages extends through the entire period of the pupil's attendance at school. The board were very fortunate in securing the services of a principal for the high school, who is eminently qualified for the situation which he is called to fill. To his practical wisdom and untiring devotion to the interests of the school, it is in a great degree indebted for the elevated position it has already attained.

About one half the scholars in the high school study Latin. There is a class of fifteen or twenty that study both Latin and Greek. Several of this class will be prepared to enter college next July. It is not intended at present to make the classical course much more extensive than is necessary to prepare pupils thoroughly for college. The mathematical and scientific course is intended to be as extensive and thorough as that of any college. Great attention is paid to history and belles-lettres. There are now in the high school two hundred and forty-one students. There are six male teachers, and one female teacher, besides the instructors in modern languages and music. It is expected that

about thirty pupils will graduate next July, having completed a three years' course. A class of eighty, or a hundred, will probably be prepared to enter from the grammar schools at the same time.

THE NORMAL DEPARTMENT.

The necessity experienced of having teachers in the grammar and primary schools of the city better qualified than could otherwise be obtained occasioned the establishment of a normal department in the high school. Its specific object is to prepare young ladies to teach in the schools of Chicago. The course of study extends through two years. Much attention is paid to a careful and thorough comprehension of the elementary branches, and to the power of explaining in the most lucid manner every subject that is brought under the notice of the class. The course also comprehends the higher mathematics, their applications to the practical sciences, and a considerable knowledge of history and belles-lettres. Each pupil is required, in turn, to conduct the exercises of the class in each department of study, and the pupils themselves thus constitute a model class. The class, when full, will contain 40 pupils. At present it numbers about 35. Since the organization of the department a class of 7 has graduated, all of whom are employed as teachers in the public schools of the city. In general, they meet with a commendable degree of success.

GOVERNMENT AND DISCIPLINE.

No corporeal punishment is ever employed in the school. A system of gradation, based upon the effort and success of the pupil in his studies, and upon his regularity and good conduct, together with a classification based entirely upon excellence, conduces to the most perfect order.

PRIZES.

Although, through private donations, arrangements have been made to bestow medals upon the most deserving scholars of the grammar schools, no permanent arrangement has been made for the donation of prizes in any field of excellence in the high school. The board of education have, however, frequently endorsed the measure of bestowing prizes, and probably, at no distant day, a system of rewards, similar to that in the other schools, will be effected.

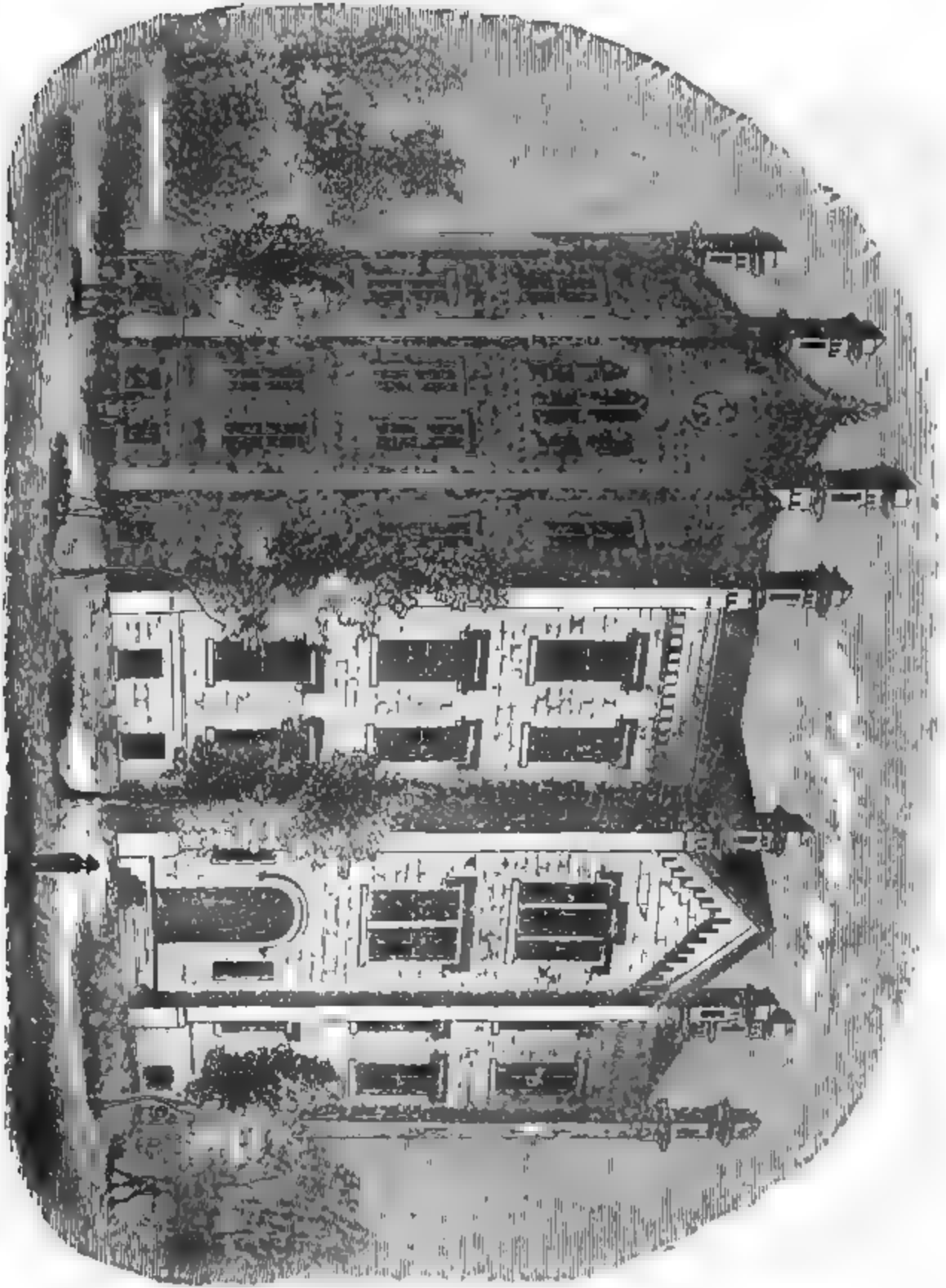
LIBRARY.

At the organization of the school, Flavel Mosely, esq., then president of the board of education, donated \$500 for the purchase of a library for the high school. This amount was carefully expended in the purchase of standard literary and scientific works. It has since been increased by the donations of individuals. The number of volumes in the library is now about 500. The library is at all times open to the teachers of the school, and to all pupils who attain a respectable rank in their classes.

APPARATUS.

The parents of the pupils in the high school, and other citizens, recently presented the institution with \$1,000, for the purchase of apparatus. This amount has been expended in the purchase of apparatus to

CHICAGO HIGH SCHOOL.



illustrate chemistry, philosophy and astronomy. It was manufactured by Mr. Ritchie, of Boston, and is of the most perfect finish. It comprises all the latest improvements and appliances in this department of

the arts. Among the most valuable implements is the Gyroscope and the Rheumkoff or Induction Apparatus. By means of the latter, a quantity of electricity can be evolved exceeding in intensity many hundred times that produced by the best electrical machine with Leyden jar batteries. The school is also in possession of a valuable oxyhydrogen microscope, with a fine collection of natural objects, presented by Samuel Hoard, esq., of Chicago.

SCHOOL FUNDS.

In 1831 Col. Richard J. Hamilton was appointed commissioner of school lands for Cook county, and the school fund remained in his charge until 1840. The school section of the original township is situated near the centre of the city, and is divided into one hundred and forty-two blocks. In October, 1833, upon petition of ninety-five of the principal citizens of Chicago, all but four of these blocks were sold at auction for \$38,865, on a credit of one, two and three years. The remaining four blocks are now valued at about \$700,000. The value of that portion which was sold is now estimated at about \$12,000,000.

In 1839, by act of the legislature, the school fund of Chicago was transferred from the charge of the school commissioner of the county and placed entirely under the control of the common council of the city, in whose charge it has remained to the present time. In February, 1840, William H. Brown, esq., was appointed, by the council, school agent, and assumed the charge of the school fund of the city. This office he held for a period of thirteen years, and in no case made a loan by which the fund suffered any loss. During the last five years the school fund has been in the charge of one or other of the principal bankers of the city, has been continually increasing in value, and has always been managed to the satisfaction of the common council.

The amount of real estate now belonging to the school fund, within the limits of the city, is estimated at....	\$900,000
Amount of real estate outside of the city.....	25,000
Money loaned, principal.....	52,000

Whole amount of school fund..... \$977,000

This fund is larger than that of any other city in the Union, except St. Louis; and there are only twelve of the thirty-two states that have a school fund as large as that of Chicago. The income derived from this great fund, however, is, at present, quite disproportionate to its magnitude. Including the dividend of interest on the state fund, it is about as follows:

Interest on \$52,000, loaned.....	\$6,240
Rents on \$925,000 of real estate.....	11,648
State dividend	18,255

Amount \$36,143

The annual income from the two mill tax, called the school tax fund, is about \$70,000. Total income for educational purposes, about \$106,000.

By the provisions of the city charter, the income of the school fund must be appropriated to the payment of teachers. The school tax fund has usually been devoted to the erection of new school houses. The whole expense of supporting the public schools, for the year embraced in the last report of the superintendent, (1858,) including rent on buildings and lots belonging to the city, was \$62,701. The whole expenses of the preceding year were \$40,920. It should be observed, however, that the rent of the lots on which three of the school buildings are situated is not included in these estimates, as the lots belong to the school fund. The expense for each scholar educated in the public schools, for the year embraced in the last report, was \$5 81. The expense for the preceding year was \$4 79.

THE CHICAGO REFORM SCHOOL.

In the spring of 1855 a Ladies' City Missionary Association was formed from members of the different religious denominations of this city. The writer of this paper was appointed to act as the Missionary of that society.

In the progress of my labors in the city, visiting the city prisons, homes of the poor and neglected, and coming in daily contact with destitute and criminal children—seeing their exposure to the seductive influences of vice, wandering about the streets destitute of proper parental care, growing up in mendicancy, vice and crime, many of whom were reduced to this condition through orphanage, and a very large majority of the remainder through the influence of bad homes—my attention was directed by these facts to the consideration of some plan by which this unfortunate class might be reached and brought under the influence of such a system of moral training as might save them from a life of vice and crime, and restore them to society.

Visiting the county jail, I found criminals incarcerated within its walls of young and tender years, locked up in the same cells with hardened and abandoned criminals, thus educating these youthful delinquents in crimes more daring, and vice more corrupting.

Our citizens had long felt the need of a home for this unfortunate class of youth, which was alarmingly on the increase.

This want in our city led the writer to circulate a petition, which was signed by a large number of our tax paying citizens, and then presented to the common council of this city, asking that body to pass an ordinance for the protection of this numerous class of unfortunate population. The petition, upon being presented to the council, was referred to the finance committee, the chairman of which was E. B. Williams, esq., the alderman of the first ward, whose interest in the success of the enterprise secured for it the prompt and efficient action of the council.

An ordinance was passed by the council, authorizing the establishment of a reform school, September 17, 1855.

The board of supervisors of the county of Cook generously agreed to lease, for this purpose, for a term of years, *without rent*, their lands and the old poor-house buildings, which were situated on the lake shore, five miles south of the city. Owing to necessary repairs in the old pauper buildings, we did not formally open until November 30, of the same year.

We opened with seven boys, taken from the county jail—“*regular jail birds*”—some of whom had been in prison a number of times before they were committed to our care.

In the management of our school, at first, we adopted for our plan the same that had been adopted by other similar institutions in the United States; having no experience in the work ourselves, and being *wholly unacquainted* with any plans adopted by institutions abroad,

when the plans differed in their internal arrangement from similar institutions in our own country.

The feeling was generally expressed that the Moral Suasion System, with such a class of boys, would not work. I met the remark, everywhere, that a stern and rigid discipline was necessary, in order to govern such a class of outlaws.

As my first seven boys filed along the gloomy corridors of our city prison, surrounded with the officers of law, and then were escorted by at least four able-bodied men to my wagon, to be taken to the Reform School, no one would have thought of such a class being appealed to by the principle of honor. "You had better have the irons put on, Mr. Nichols," said one of the officers of the law and order, "or you will lose your boys before you get half the way to the school. I *felt confident* I should not; at any rate, I determined, if I lost them at all, I would not take a boy down to the Reform School in irons. *Tom Welsh*, a coatless, hatless, and less a wardrobe, except a few rags, sat upon the seat by my side, and I bound him to myself by sharing with him my shawl. Suffice it to say, that, instead of my boys running away before we were half down to the school, I gave the reins to the worst of the seven, in the estimation of the jailor, and the one in reference to whom I had received a special caution "to keep my eye upon," and walked by the side of the wagon, while the boys drove off. It was a brave time for these boys, and many were the *significant glances* which passed between them, when they saw the kind of confidence reposed in them.

Now came my trial; for we had constructed our building after the common model of such establishments, with separate cells, where each boy was to be locked up for the night. My feelings were moved, when I had this task to perform; yet everybody seemed to think that no proper discipline could be maintained unless it was resorted to.

After a short time, bars were placed upon the windows, by order of the board. Here again, I took my meals with my family, in a separate room from that of the boys, and placed a man to watch them while they eat.

Soon we had all the appendages of a prison. The windows were all barred, cells were made strong with massive bars and bolts. A prison we had obtained, but in securing this, the confidence of the boys had been lost. I could read it in their eyes, that the strongest bond by which I was to bring them back to duty and to God, had been severed. But a day soon came, when bars, bolts and locks were scattered in the wildest confusion about the yard. Fire had done the deed. A locomotive had kindled the fire, which, in two short hours, reduced our *prison* to a heap of smouldering ruins. Not a boy escaped, during the fire, and they all worked like heroes through its progress; yet, as soon as they were placed in a car and surrounded by a strong police force, no less than three run away. The fire having deprived us of our building, we were now compelled to take our chance at the Bridewell, or occupy a packing house, which would be only a shelter until we were provided with temporary buildings. We chose the latter. In these quarters, uncomfortable and cheerless though they were, we learned a lesson which it was all important that we should know, in order to success in

our enterprize; and that lesson was, that an appeal to the principles of honor, with this class of boys, was far more reliable than bars, bolts, lock-ups and the rod. When our temporary buildings were ready for occupancy, we were prepared to adopt the Moral Suasion System; which has worked like a charm. We have recently put up a fine building, for sixty-eight of the best boys; which will be used as the home of those who graduate from the school to the world. We have received, in all, since our commencement, three years since, three hundred and eighteen boys. We have now in our school one hundred and seventy-nine. Those who have gone out, as a general thing, are doing well for themselves. Without a single exception, *every one* who has gone to a country home, is doing well. In our new building, where the best family of boys are quartered, there is not the first prison appendage; no fence, nor bolts, nor bars; and the boys are like any other happy family of contented ones. They visit the city, come and go as freely, (though not without permission of the superintendent of the school,) as any family of boys in our land; yet these boys were once on the downward road to vice and crime.

In the old building, erected two years since, we have a class not yet prepared by their trial of character, to take the advanced ground which the "Most Honorable" boys take. Around that building we have a fence, but the gates are *wholly* kept by the boys of the school. Two years have elapsed since the gates were set up; yet, during all that time, I have *never once turned a gate key*. I leave this matter entirely to the boys. Not *one case* of unfaithfulness in the gate keeper has ever occurred, during the two years past, although I have had twenty-five different keepers.

As to the class committed to our school, they have been, for the most part, boys who have been educated in the streets; most of them have been truants from school and home; many of them have slept in barns, stables, or in lumber yards, or wherever night has overtaken them. As a class, when they come to us, they are indolent, averse to settled employment, delighting in dirt, and to kindness most universally strangers. At first, we have found it exceedingly difficult to make the boy believe that we are really his friend. At first, he is shy of our approaches. His eye seems to betray a want of trust in our good intentions. Having seen only a selfish world, he cannot believe that any other principles gain in the intercourse of man with man than a selfish principle. He rather expects that he will find all their pretended kindness, in the end, to have its foundation in selfishness.

As to the means of reformation employed by us, we would say, that it is according to the circumstances and condition of the boy. We first seek out the *real* cause of delinquency, in each individual case, and then apply to each case a vigorous corrective agency, adapted to the wants of the inmate. For example: where a boy has been in the habit of leading a roving and idle life, wandering about, hunting, fishing, and catching drift wood about the docks, the remedy in such cases would be *settled occupation*. Industrial training we have found to be indispensable, in the reformation of wayward boys.

Of the different kinds of industrial pursuits, of those most effective in reformation, it has been our experience that agricultural pursuits the most satisfactorily tend to develop the physical, intellectual, and moral being.

Mental training is another important agency in the work of reform. When these boys have come to us, they have manifested a great distaste for books and school. Most of these boys have been truants from school, from various causes. We have endeavored to make the school room a place of attraction. One difficulty has, thus far, to a great extent, embarrassed our efforts; and that is, a want of men of the right spirit, and other qualifications, to labor in a Reform School. Though, as regards this item, we do not stand alone, for it is a want felt as far as the influence of Reformatory Schools has extended. In our teachings we have endeavored to lead these boys to rely upon themselves; seldom if ever referring to their past lives. We have been encouraged. We have seen the gradual ascendancy the law of right has gained over the mind. Each boy, in a short time, under the teaching he here enjoys, is taught to feel that the Creator has made him to accomplish a high and noble purpose.

We are separated into families, and each boy is made to feel that he is a member of a family circle. The Superintendent, his family and employees, take their meals with the boys; and no pains are spared to lead the boys to respect themselves.

The government of our school is based upon the Law of Kindness. We try to bear all things, endure all things, and hope all things. We have learned to labor, and to wait. I have no reason to complain of the conduct of my boys toward me. My own daughters treat me with no more tender regard. At all times my comfort is their study. Our plan of government is the Grade System. We have six classes of boys in our school, and a Most Honorable class; all of the latter of whom reside in the new building outside of any inclosure. Corporeal punishment is not permitted in the school. We have no prison appendages, in either department of the school.

As regards the success of the enterprize, it is all that the most sanguine could have hoped for.

If we had a farm, and were removed a proper distance from the influence of the city, we should be separated from numerous difficulties, which now of necessity surround us.

We cannot but cherish the hope that the members of the in-coming legislature will make some provision, whereby this valuable agency to prevent crime, and save the criminal, may have a more extensive influence in the state.

If this matter be viewed in its proper light, will it not, even as an economical provision to the state, lead the state to lend this enterprize a helping hand? The inmates of our school, *most* if not *all*, if the wise provision of our city ordinance had not embraced them, would have either been convicts in our state prison, or have been in a course of training which more eligibility of years would entitle them to a home there.

The city of Chicago has, for the last three years, been engaged in the work of staying the tide of juvenile crime; thus saving expense to the state. We have had boys sent to us, whose places of residence have been scattered over different portions of our state, committed, it is true, in this city, yet most of them have not been of long continuance here.

Again, we have been addressed by individuals from different counties of the state, asking us to take their criminal children.

Our heart has been to listen to the call, but our means have been limited, and we have been obliged to turn a deaf ear to their most pressing calls. In one case, in a distant county, two boys were in jail, and at least three times we have been pressed to compassionate their condition, and take them into our school; but we have been obliged to say *no*. We have, all the time, pointed to the coming legislature, who no doubt will make the needful provision for this class of unfortunate ones.

All these facts prove that this reformatory movement is not only a want of our city, but of the state at large; and, if it be a want of the state, then, truly, the state should make generous provision for the education of this class of her population.

D. B. NICHOLS,
Superintendent Chicago Reform School.

COMMERCIAL COLLEGES.

The following are extracts from letters received from the proprietors of Commercial Colleges in this state. They indicate, in some measure, the present condition and scope of labor embraced by these institutions.

BRYANT & STRATTON—CHICAGO.

Commercial Education.—It is a gratifying feature in our educational system, that institutions for *special* sciences are meeting with marked success. As an evidence of this position, I need only refer, briefly, to the rise and progress of commercial schools, and particularly to those claiming special mention, not only from the respect they have won in the cities where they are located, but their well-earned fame throughout the country. * * * * *

Like all large enterprizes, this was commenced in an humble way. The first link in the chain was planted at Cleveland, Ohio, in the spring of 1853. Another link was added at Buffalo, the year following; one in Chicago, October, 1856; in Albany, January, 1857; in Detroit, October, 1857; in Philadelphia, March, 1858; and in New York, October, 1858.

Not one of these institutions has been more prosperous, or held a higher position, in the respect of the people, than the one in Chicago.

The method of instruction in these institutions, as well as the particular branches pursued, commends itself warmly to the consideration of all. As the science of Accounts lies at the base of all commercial transactions, it is the first aim of these institutions to perfect the student in Book Keeping. In order that this may be done most effectually, printed text books are discarded, and manuscript forms, prepared by business men, substituted therefor. All instruction is given orally, by individual application and lectures with black-board elucidation. Students are thoroughly drilled in the practice and theory of Accounts, and all the collateral studies, embracing Mercantile Law, Correspondence, Political Economy, and business forms of every description; and I am gratified at being able to state, that many young men have been able to enter directly upon the responsible duties of an accountant in the largest commercial houses in our cities, having no previous training except at these colleges. During the last five years, over three thousand young men have been in attendance at these colleges, and a large proportionate share at the Chicago branch.

In my opinion, schools of this kind should be fostered by the people of the state, and more especially as it has been found impracticable to accomplish the same end through our public schools.

DAVIS & TIPTON—PEORIA.

Messrs. Davis & Tipton's Mercantile College, located at Peoria, Illinois, was founded September 1, 1857. The rise and progress of this institution during the great financial pressure of the country, is conclusive evidence of the increasing public interest in the cause of mercantile education. From the 1st September, 1857, to October 1, 1858, the number of scholarships issued was 163; present number of students 42. The future prospects of this institution can only be conjectured by the past, having received a patronage thus far unparalleled in the history of commercial colleges, when we take into consideration the age of the institution.

SLOAN, FORMERLY BELL & SLOAN—CHICAGO.

The edifice, a beautiful marble building, 100 by 127 feet, six stories, is situated in the most eligible location in Chicago. The building was erected with special reference to college purposes. The rooms are elegant, well appointed and without exception the largest commercial college apartments in America. The college was founded in 1850, and was the first, as far as history informs us, that established a full commercial course, adapted to all kinds of business, as well as a course of commercial law.

Design.—The design of the institution is to qualify its students for the practical discharge of an accountant's duties. No text-books are used. The memory and understanding are addressed. Its character, routine, training and discipline fashion it after the model of a well regulated counting house; that is to say, the student is at once introduced to the practical workings of business.

Such an education qualifies one to conduct business with intelligence and correctness; to discharge the practical duties of an accomplished accountant, and to take a high rank as a business man.

Collegiate Course.—The collegiate course comprises—

1. Practical instruction in book-keeping by double entry and in accounts, adapted to the business of wholesale, retail, forwarding and commission merchants, bankers, brokers, manufacturers, farmers and mechanics, and professional men, railroading, steamboating, and all other kinds of business done by individuals, partnerships, and corporations; with compound companies' accounts, with mercantile forms in general, and an appropriate style of business correspondence.

2. A complete course of commercial calculations—embracing every variety of computations of practical use in the counting room.

3. Practical penmanship—a systematic style of beautiful business writing.

4. Commercial law, applied to all departments of trade; also, commercial usages and customs.

Practical Value.—The practical value of this education is attested by the fact that graduates immediately on leaving the college counting room, are called to occupy responsible stations in business and receive the highest salaries.

Ladies Commercial Course.—The ladies' department, which furnishes as thorough and complete instructions as the gentlemen's, will prove of incalculable value to those seeking its instructions. Already several ladies have commenced the course, and bid fair to form as correct notions of business, comprehend as thoroughly the principles of book-keeping by double entry and apply them to practical purposes, as the most gifted of the other sex.

The number in attendance is about 100, with daily additions.

Library.—The students have free access to the largest and best selected library in the west, and a reading room supplied with the choice details of every day life.

Sessions.—The college is in continued session. Students can enter at any time; each student, being individually instructed, can advance as rapidly as his ability will permit. Life scholarship \$50 00.

SCHOOL ARCHITECTURE.

The following Designs, Plans, Specifications, &c., are borrowed from the valuable work of James Johonnot, upon "Country School Houses," and were furnished this department by Messrs. Ivison & Phinney, of New York.

They are inserted here with the hope that they may contribute somewhat to an improved style of School Architecture throughout the State, and elevate the public taste in this important direction. For a large variety of designs for School Houses, with much other valuable information relating thereto, school officers and other interested persons, are referred to Mr. Johonnot's extensive and valuable treatise.

DESIGN NO. I.

This is the smallest of the series, and the smallest school-house that should ever be erected. It is designed to accommodate 24 pupils. By adding 3 feet to the length of the building, space will be afforded for another row of desks, and the room will accommodate 30 pupils.

Fig. 2.—Building, 30x24, 13 feet posts.

A. Porch, 4x6.

B. Wood-House, 12x12.

C C. Privies, each 4x4.

D. Passage, 4x12.

E. Space in front of Desks, 7 feet wide.

F. Space in rear of Desks, 3 feet wide.

G G. Aisles, 2 feet wide.

H H. Desks, 3½ feet long, and, with Chair, occupy 3 feet in width.

I. Recitation Seat.

J J. Blackboard.

K. Case for Books and Apparatus.

S. Stove.

T. Table.

V V. Ventilating Flues.

XX. Railing separating Wood-House from Passage.

DESIGN NO. 1.



FIG. 1.



FIG. 2.

BILL OF MATERIALS, &c., FOR DESIGN NO. 1.

MAIN BUILDING.

MASONRY:

28 perch of Stone Wall in under-pinning—Stone, 5s.; Laying, 5s. per perch	\$35 00
500 Bricks in chimney—Bricks, \$5; Laying, \$4 per M.....	4 50
160 yards of Plastering, at 1s. 6d. per yard.....	30 00

CARPENTER AND JOINER WORK:

<i>Frame</i> —2 Sills.....24 ft. long, 10x2—	80 feet.
2 “.....20 “ 10x2—	67 “
4 Posts.....13 “ 6x6—	156 “
2 Beams.....20 “ 6x4—	80 “
2 Plates.....24 “ 6x4—	96 “
37 Floor Joists.....12 “ 8x2—	592 “
18 Ceiling Joists.....20 “ 6x2—	360 “
24 Rafters.....14 “ 5x8—	420 “
140 Girts, Studs and Braces.....13 “ 4x2—	1,213 “
Total.....	3,064 “
3,064 feet of Lumber, at \$8 per M.....	24 51
Framing and Raising the same, at \$7 per M.....	21 44
<i>Roof</i> —880 ft. Roof Boards, at \$8 per M.....	6 64
6,000 Shingles, at \$3 per M.....	18 00
Labor, Boarding and Shingling, at \$1 25 per square.....	10 38
500 ft. Plank, 1½ inches thick, for Eave Cornice, at \$24 per M.....	12 00
Nails and Labor in making the same, at \$24 per M.....	12 00
<i>Walls</i> —1,600 ft. Siding, 1½ inches thick, planed and matched, at \$18 per M.....	28 80
Nails and putting on the same, at \$10 per M.....	16 00
1,300 linear feet Battens, dressed and laid.....	13 00
<i>Floor</i> —600 ft. Flooring, 1½ thick, planed and matched, at \$18 per M.....	10 80
Nails and Labor in laying the same, at \$5 per M....	3 00
<i>Windows and Doors</i> —4 Windows, Frames, Sash, Glass and Casings, each 18 lights, 8x10 glass, at \$4 per window.....	16 00
2 Doors, 8x8, Trimmings and Casings, at \$7 per door.....	14 00

PORCH.

MASONRY:

4 perch of Stone Wall, at \$1 25 per perch.....	5 00
20 yards of Plastering, at 1s. 6d. per yard.....	3 75

CARPENTER AND JOINER WORK:

<i>Frame</i> —2 Sills.....4 ft. long, 8x2 }	—18 ft.
1 Sill.....6 “ 8x2 }	
2 Posts.....10 “ 6x4 —	40 “
4 Joists.....6 “ 8x2 —	32 “
20 Studs, Rafters, etc.....13 “ 4x2 —	173 “
Total	263 “

263 ft. Lumber, at \$8 per M.....	\$2 10
Framing the same, \$8 per M.....	2 10
<i>Roof and Walls</i> —100 ft. Roof-boards, laid.....	1 00
750 Shingles laid, and Nails... ..	3 38
Cornice, Labor and Materials	4 00
200 ft. Siding, 1½ inches thick, at \$18, laid.....	4 50
120 ft. Battens, linear measure, laid.....	1 20
<i>Window and Door</i> —1 Window, 12 lights, complete.....	3 00
1 Door, 8x3, complete.....	7 00

WOOD-HOUSE.

MASONRY:

2 perch of Stone Wall, in piers, at \$1 25.....	3 75
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CARPENTER AND JOINER WORK:

<i>Frame</i> —8 Sills.....12 ft. long, 6x6—108 feet.	
2 Plates.....12 “ 6x6— 72 “	
2 Posts	10 “ 6x4— 40 “
8 Girts and Braces	18 “ 4x2— 69 “
30 Studs	10 “ 4x2—200 “
12 Rafters.....8½ “ 5x3—127 “	
4 Joists.....12 “ 6x4— 96 “	
Total.....	712 “

712 ft. Lumber, at \$8 per M.....	5 69
Framing and Raising the same, at \$8 per M.....	5 69

<i>Roof</i> —216 ft. Roof Boards, at \$8 per M.....	1 72
1,500 Shingles, at \$3 per M.....	4 50
Boarding and Shingling, at \$1 25 per square.....	2 70
Cornice, Labor and Materials.....	9 00

<i>Walls and Floor</i> —400 ft. Siding, 1½ inches thick, at \$18 per M.....	7 20
Nails, and putting on the same, at \$10 per M.....	4 00
300 ft. Battens, linear measure, laid.....	3 00
100 ft. Plank, 2 ft. thick, for Platform Floor, laid.....	1 24

<i>Window and Doors</i> —1 Window, 12 lights.....	3 00
3 Doors, 7x2.8, at \$6	18 00

PRIVY.

MASONRY:

18 yards Excavation, at 20 cents per yard.....	\$3 60
13 Perch of Stone Wall, at \$1 25.....	16 25
23 yards of Lath and Plaster, at 1s. 6d. per yard.....	4 31

CARPENTER AND JOINER WORK:

<i>Frame, Roof and Walls</i> —14 Sills, Joists and Studs, 8 ft. long ...6x4—224 feet.	
16 Studs, Braces and Rafters, 12 ft. long.....4x2—128 “	
Total.....	352 “

352 ft. Lumber, at \$6.....	2 81
Framng, etc.....	2 81
130 ft. Roof Boards, laid	1 50
1,000 Shingles, Laid	4 00
Cornice, Labor and Material.....	4 00
250 ft. of siding, at \$18 per M.....	4 50
Laying the same	1 00
200 ft. Battens, laid... ..	2 00
<i>Windows and Doors, etc.—2 Windows, 4 lights each, at \$2 50.....</i>	<i>5 00</i>
<i>2 Doors, 7x2.4, at \$5.....</i>	<i>10 00</i>
<i>Floor and Inside Finish.....</i>	<i>2 50</i>

SUMMARY.

Main Building.....	\$276 07
Porch.....	37 08
Wood-House.....	69 50
Privy	64 28
Total.....	\$486 88

SPECIFICATIONS.

EXCAVATIONS.—Trenches are to be dug for the foundation walls of sufficient depth to commence the walls below the action of the frost. The privy vault is to be six feet deep. All the earth is to be properly graded around the foundation walls.

FOUNDATION WALLS.—The foundation walls are all to be built of good wall stone, well laid in good lime and sand mortar. All walls are to be commenced below the action of frost, are to be $1\frac{1}{2}$ feet thick, and are to show $1\frac{1}{2}$ feet above the grade. The walls are to be built to the size of the frame, so that all the sills of the frame shall be flush with the outside of the finished walls. One wall is to be built across the centre of the building for the joists to rest upon. The privy wall is to be laid in cement, and plastered with the same inside.

FRAME.—The framing timber must be all sound and straight. All the sills are to be bedded in mortar when placed upon the walls. All the timber designed for lath are to be placed 16 inches from centre to centre; the floor-joists 20 inches from centre to centre; and the rafters not above three feet from centre to centre. The ceiling-joists are to be supported in the centre by stay-laths attached to the rafters.

SIDING.—The frame is to be covered with pine boards, $1\frac{1}{2}$ inches thick, planed and matched. The boards are not to exceed one foot in width. Each joint, and the corners of the building, are to be battened with battens, and nailed to the sills, plates, and each girt with one large nail through the centre of the batten and through the joint of the boards.

ROOFS.—The roofs are all to be boarded with sound hemlock boards, laid with close joints, and well nailed. They are to be shingled with good, sound shingles, laid in courses showing $5\frac{1}{2}$ inches to the weather, or in the same proportion if the shingles are over 18 inches in length. The ridges of the roof are to be finished with saddle-boards 6 inches wide, well nailed on.

CORNICES.—The ends of the rafters are to be planed up to the plate, and covered with matched plank, planed on the under side, and let into the rafters the thickness of the plank.

WINDOWS AND DOORS.—The windows in the school-room are to have 18 lights of 8x10 glass each; those of the porch and wood-house, 12 lights each; and those of the privy, 4 lights each. All the sash is to be $1\frac{1}{2}$ inches thick. The glass is to be equal to the best cylinder glass, and *is to be bedded and back-puttied*, and the sash drawn. The front door,

and the doors opening into the school-room, are to be 8x3 feet in size and $1\frac{1}{2}$ inches thick. The doors to the wood-house are to be 7x2 8, and $1\frac{1}{2}$ inches thick; and those to the privy, 7x2 4, and $1\frac{1}{2}$ inches thick. The larger doors are to be hung with three butts each; and all the others with two butts each. The front door is to be furnished with a good rim-lock; all other outside doors, with bolts on the inside, and the passage doors, with mortice latches. All the locks and latches are to be furnished with mineral knobs.

FLOORS.—The floors are all to be laid of good, sound, planed and matched flooring, well blind-nailed, each plank to each joist. No floor-plank is to be used that is over 10 inches in width.

STEPS.—Good steps, made of wood, are to be made and set at the front door, wood-house and privy doors; also such as may be required are to be made and set between the school-room and wood-house.

CHIMNEYS.—The chimneys are to be built of well burned brick, and to be built so as to receive the smoke-pipes at least 16 inches below the ceilings. Iron thimbles are to be laid in the chimney to receive the stove or smoke-pipe.

VENTILATION.—Ventilating flues are to be made and placed in the walls. The two flues are to unite in the garret, and to open into the ventilating top. These flues are to be made perfectly tight, with no openings except through the registers, and at the top. Two registers are to be placed in each of the flues, one at the base, and one just below the ceiling of the room.

CEILING.—The porch, school-room, and back entry-way are to be ceiled with narrow, planed and matched boards, laid vertically. The strips are to be placed on the walls around the inside of the porch, upon which are to be put wardrobe-hooks, ten inches apart.

PLASTERING.—The plastering is to be made of three coats of good mortar, made of new lime and clean sand. It is to be even and level on the face, and in every respect put on in a workman-like manner.

PAINTING.—The paint is all to be made of pure lead and linseed-oil, with only coloring enough to give it the desired shade. All the wood-work that requires painting to have three good coats of paint.

DESIGN NO. II.

This is the second of the series of cheap houses of wood, and is designed to accommodate forty pupils. By adding three feet to the length of the building, room will be afforded for an additional row of seats, and the room will accommodate forty-eight pupils. A building of this size is probably adapted to a greater number of our county districts than any other. The present school-houses, in a majority of the districts, have cost nearly or quite as much as the one here given, and yet they are vastly inferior to it in every element of beauty and comfort. We here have the double porch, affording ample room for entrances and clothes-rooms; a school-room sufficiently large to give a plentiful supply of pure air; everything necessary to the health and comfort of the pupils; and a building, without pretension, that is really an ornament to the landscape and an honor to the district.

 PLAN OF DESIGN NO. II.

Fig. 10.—Main Building, 30x24, 13 feet posts.

- A A. Double Porch, 16x6.
- B. Wood-House, 16x12.
- C C. Privies, each 4x4.
- D. Passage, 16x4.
- E. Space in front of Desks, 10 feet wide.
- F. Space in rear of Desks, 3 feet wide.
- G G. Aisles, 2 feet wide.
- L L. Aisles, 1½ feet wide.
- H H. Desks, 3½ feet long.
- II. Recitation Seats.
- JJ. Blackboards.
- K. Case for Books and Apparatus.
- S. Stove.
- T. Table.
- V V. Ventilators.
- X X. Railing.

DETAILS OF BUILDING.

All the details of building and finish in this design are like those of *Design No. I.*

BILL OF MATERIALS, &c., FOR DESIGN NO. II.

MAIN BUILDING AND PORCH.

MASONRY:

23 yards of Excavation, at 20 cents per yard.....	\$4 60
37 Perch of Stone Wall, at \$1 25 per perch.....	46 25
500 Brick for Chimney, laid, at \$9 per M.....	4 50
250 yards of Plastering, at 1s. 6d. per yard.....	46 87

CARPENTER AND JOINER WORK:

<i>Frame</i> —2 Sills	30 ft. long, 10x2 — 100 feet.
2 “	24 “ 10x2 — 80 “
2 Plates.....	30 “ 6x4 — 120 “
2 Beams	24 “ 6x4 — 96 “
4 Posts	13 “ 6x6 — 156 “
134 Studs, etc.....	13 “ 4x2 — 1162 “
36 Joists	15 “ 10x2 — 900 “
23 Ceiling Joists.....	24 “ 6x2 — 552 “
32 Rafters	17 “ 5x3 — 680 “
48 Collar Beams	7 “ 6x1½ — 210 “

<i>Frame of Porch</i> —1 Sill.....	16 “ 6x6 — 48 “
2 Sills	6 “ 8x2 — 16 “
4 Joists	16 “ 6x4 — 128 “
1 Beam	16 “ 6x4 — 32 “
2 Plates	6 “ 6x4 — 24 “
8 Rafters.....	12 “ 5x3 — 120 “
22 Studs, etc....	10 “ 4x2 — 147 “
6 Posts, for corners and doors.....	10 “ 6x4 — 120 “

Total.....4,691 “

4,691 feet of Lumber, at \$8 per M..... 37 52

Framing and Raising the same, at \$7 per M..... 32 88

<i>Roofs</i> —1,200 Roof Boards, at \$8 per M.....	9 60
9,500 Shingles, at \$3 per M.....	28 50
Boarding and Shingling, Labor and Nails, at \$1 25 per square.....	16 25
720 ft. Plank, 1½ thick, for Cornice, at \$24 per M.....	17 28
Nails, and Labor in making the same, at \$24 per M.....	17 28

<i>Walls</i> —2,375 ft. Siding, 1½ thick, planed and matched, at \$18 per M.....	42 75
Nails, and Labor in laying the same, at \$10 per M.....	23 75
1,580 linear feet Battens, laid, at \$10 per M.....	15 80

<i>Floors, etc.</i> —1,128 ft. Flooring, 1½ thick, planed and matched, and \$18 per M...	20 80
Nails, and Labor in laying the same, at \$5 per M.....	5 64
570 feet Wainscoting, planed and matched, at \$18 per M.....	10 26
Nails, and Labor in laying the same, at 10 per M.....	5 70

<i>Windows and Doors</i> —6 Windows, 18 lights each, 8x10 glass, frames, sash, glass and casings complete, at \$4.....	\$24 00
2 Windows for head-lights, 8 lights complete, at \$2 50.....	5 00
5 Doors, 8x8, frames and castings complete, at \$7.....	35 00

WOOD-HOUSE.

MASONRY:

4 perch of Stone for Piers, at \$1 25.....	5 00
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CARPENTER AND JOINER WORK:

<i>Frame</i> —1 Sill	16 ft. long, 6x6—	48 feet.
2 Sills	12 “	6x6— 72 “
4 Joists	16 “	6x4—128 “
1 Beam	16 “	6x4— 32 “
2 Plates.....	12 “	6x4— 48 “
6 Posts.....	10 “	6x4—120 “
4 Joists	16 “	6x2— 64 “
40 Studs, etc.....	10 “	4x2—267 “
16 Rafters	12 “	5x3—240 “

Total..... 1,019

1,019 ft. Lumber, at \$8 per M..... 8 15

Framing and Raising the same, at \$7 per M..... 7 18

Roof—475 ft. Roof Boards, at \$8 per M..... 3 80

8,000 Shingles, at \$3 per M..... 9 00

Boarding and Shingling, at \$1 25 per square..... 5 98

200 ft. Plank, 1½ thick, for cornice, at \$24 per M..... 4 80

Nails and Labor upon same..... 4 80

Walls—500 ft. Siding, 1½ thick, planed and matched, at \$18 per M 9 00

Nails and Labor in laying the same, at \$10 per M..... 5 00

350 linear feet Battens, laid, at \$10 per M..... 3 50

Floor, etc.—128 ft. Flooring, planed and matched, at \$18 per M..... 2 30

Laying the same..... 64

125 ft. Boards for wainscot, at \$18 per M..... 2 25

Laying the same, at \$10 per M..... 1 25

Window and Doors—1 Window, 12 lights, frames and finish, \$3 3 00

3 Doors, 7x2.8, frames, casings and trimmings, \$6..... 18 00

SUMMARY.

Main Building and Porch..... \$449 68

Wood-House..... 93 55

Privy, as in Design No. I..... 64 28

Total..... \$607 51

SPECIFICATIONS.

The specifications for this design are the same as for Design No. I.

DESIGN N^o. II.



Fig. 9.

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FIGURE 11.



Fig. 11.

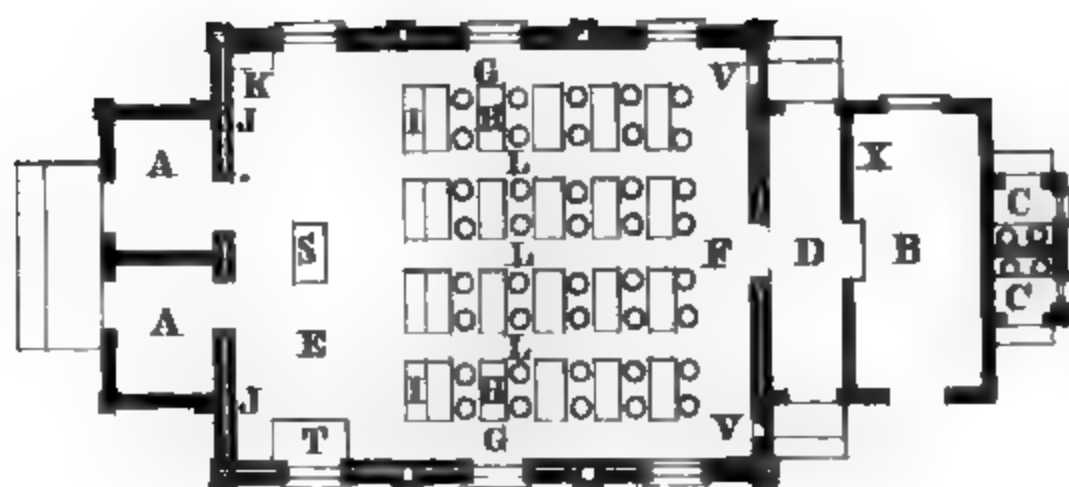


Fig. 10.

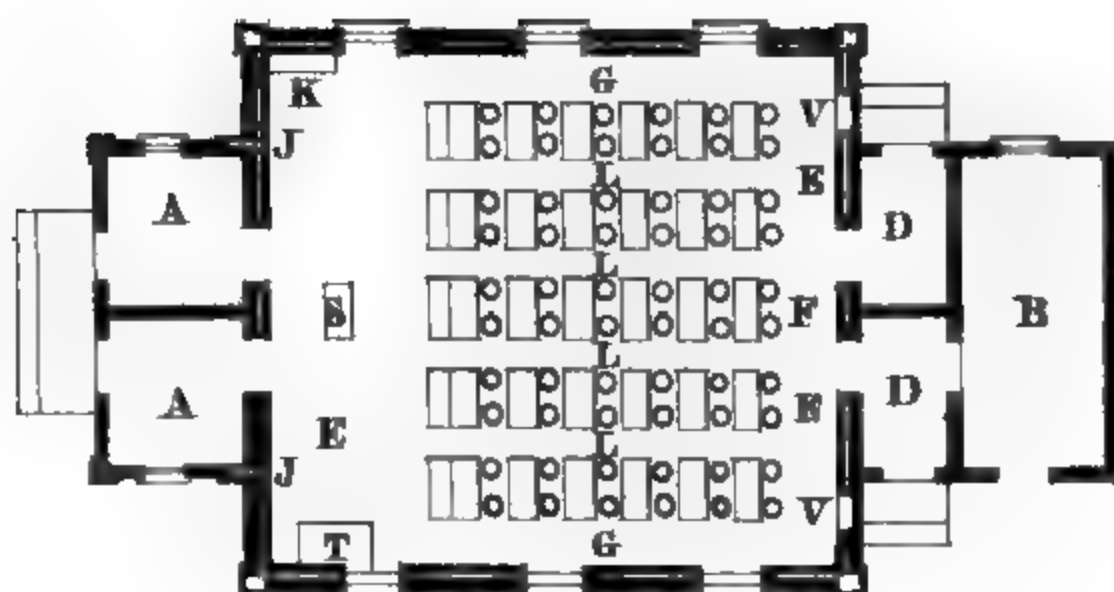


Fig. 12.

DESIGN NQ. III.

This is the third of the series, and is designed to accommodate sixty pupils. By adding three feet to the length of the building, seventy pupils can be accommodated. The general features of this design are similar to the preceding numbers of the series, except in the arrangement of the back entry-ways. As the pupils increase in number, the greater becomes the necessity of providing means for the entire separation of the sexes, except in the school-room. In this design the entry-way is separated from the wood-room, and divided into two parts by partitions, so that the two yards are entirely separated. The outer door of the wood-room opens into the boys' yard, and the inner door into the boys' hall. This arrangement will save the teacher much trouble, and will put an end entirely to many of the objections which have been urged against the education of the sexes together.

 PLAN OF DESIGN NO. III.

Fig. 12.—Main Building, 33x30.

Neat Building, 18x14.

A. A. Double Porch, 18x18.

B. Wood-Room, 18x8.

DD. Back Entry-Ways, each 9x6.

E. Space in front of the Desks, 10 feet wide.

F. Space in rear of the Desks, 3 feet wide.

GG. Aisles, $2\frac{1}{2}$ feet wide.

LL. Aisles, $1\frac{1}{2}$ feet wide.

HH. Desks, $3\frac{1}{2}$ feet long.

II. Recitation Seat.

JJ. Blackboards.

K. Case for Books and Apparatus.

S. Stove.

T. Table.

VV. Ventilators.

DETAILS OF BUILDING.

The details of building and finish in this design are the same as in Design No. I.

BILL OF MATERIALS, &c., FOR DESIGN NO. III.

MAIN BUILDING.

MASONRY:

21 yards of Excavation, at 20 cents.....	\$4 20
45 perch of Stone Wall, at \$1 25	56 25
600 Bricks, in chimney, laid, at \$10 per M.....	6 00
216 yards Lathing and Plastering, at 20 cents.....	43 20

CARPENTER AND JOINER WORK:

<i>Frame</i> —2 Sills.....	33 ft. long, 10x2 = 110 feet.
2 "	80 " 10x2 = 100 "
4 Posts.....	14 " 6x6 = 168 "
2 Beams.....	30 " 6x4 = 120 "
48 Joists	15 " 10x2 = 1200 "
25 Collar Beams.....	30 " 6x2 = 750 "
34 Rafters	20 " 5x3 = 850 "
200 Studs.....	14 " 4x2 = 1867 "
50 Braces for Collar Beams.....	8 " 6x1½ = 250 "

Total.....	5,547 "
5,547 ft. Lumber, at \$8 per M.....	44 37
Framing and Raising the same, at \$6 per M.....	33 28

<i>Roof</i> —1,500 ft. Roof Boards, at \$8 per M.....	12 00
11,000 Shingles, at \$3 per M	33 00
Nails, Boarding and Shingling	18 75
600 ft. Plank, 1½ thick, for cornice, at \$24 per M.....	14 40
Labor in making the same, at \$24 per M.....	14 40

<i>Walls</i> —2,200 ft. Siding, 1½ thick, planed and matched, at \$18 per M.....	39 60
Nails and Labor in laying the same, at \$10 per M.....	22 00
1,400 linear feet Battens, dressed and laid, at \$10 per M.....	14 00

<i>Floors, etc.</i> —1,400 ft. Flooring, 1½ thick, planed and matched, at \$18 per M....	25 20
Nails and Labor in laying the same, at \$5 per M.....	7 50
500 ft. Wainscoting, dressed and laid	18 00

<i>Windows and Doors</i> —6 Windows, frames, sash, glass and casings complete, at \$4 per M.....	24 00
4 Doors, 8x3, complete, at \$7.....	28 00

PORCH.

MASONRY:

6 yards Excavation, at 20 cents per yard.....	1 20
5 Perch of Stone Wall, at \$1 25 per perch.....	6 25
80 yards Lathing and Plastering, at 20 cents per yard.....	16 00

CARPENTER AND JOINER WORK:

<i>Frame</i> —1 Sill.....			18 ft. long, 6x6=	54 feet.
2 Sills	9	"	6x6=	54 "
12 Joists	9	"	6x4=	216 "
2 Beams.....	18	"	6x6=	108 "
2 Plates.	9	"	6x6=	54 "
12 Ceiling Joists	9	"	6x2=	108 "
4 Posts.....	10	"	6x4=	80 "
8 Studs.....	10	"	4x4=	107 "
20 "	10	"	4x2=	183 "
12 Rafters	13	"	5x3=	195 "
Total.....			1,109	"
1,109 ft. of Lumber, at \$8 per M.....				\$8 87
Framing and Raising the same, at \$6 per M				6 65
<i>Roof</i> —260 ft. Roof Boards, at \$9 per M.....				
				2 08
1,600 Shingles, at \$3 per M.....				4 80
Boarding and Shingling.....				3 25
230 ft. Plank, 1½ thick, at \$24 per M.....				5 52
Nails and Labor in making the same.....				5 52
<i>Walls</i> —425 ft. Siding, 1½ thick, at \$18 per M				
				7 65
Nails and Labor in laying the same, at \$10 per M.....				4 25
400 ft. Battens, laid, at \$10 per M.....				4 00
<i>Floors, etc.</i> —160 ft. Flooring, at \$18 per M.....				
				2 88
Nails and Labor, at \$5 per M.....				80
160 ft. Wainscoting, at \$18 per M.....				2 88
Nails and Labor, at \$10.....				1 60
<i>Doors and Windows</i> —2 Doors, frames and casings complete, at \$7.....				14 00
2 Windows, frames and glass complete, at \$3.....				6 00
Front-door Steps, Materials and Labor				2 00

WOOD-HOUSE.

MASONRY:

6 yards Excavation, at 20 cents per yard.....	1 20
4½ perch Stone Wall, in stone piers, at \$1 25 per perch.....	5 62
60 yards Lathing and Plastering, at 20 cents per yard.....	12 00

CARPENTER AND JOINER WORK:

<i>Frame</i> —2 Sills.....			18 ft. long, 6x6=	108 feet.
2 "	14	"	6x6=	84 "
1 Sill	7	"	6x6=	21 "
8 Floor Joists.....	9	"	6x4=	144 "
8 Ceiling Joists.....	9	"	6x2=	72 "
2 Beams.....	18	"	6x6=	108 "
1 Beam	7	"	6x6=	21 "
2 Plates	14	"	6x6=	84 "
6 Posts.....	10	"	6x4=	120 "
10 Studs for Doors, etc.....	10	"	4x4=	133 "
8 "	10	"	4x2=	53 "

3 Girts.....	18 ft. long, 4x2=	36 feet.	
6 "	14 " 4x2=	56 "	
22 Rafters	13 " 5x3=	357 "	
Total			1,397 "
1,397 ft. Lumber, at \$8 per M.....			\$11 17
Framing and Raising the same, at \$6 per M.....			8 38
<i>Roof</i> —416 ft. Roof Boards, at \$8 per M.....			3 33
2,500 Shingles, at \$3 per M.....			7 50
Boarding and Shingling			5 20
300 ft. Plank, 1½ thick, planed and matched for cornice, at \$24 per M...			7 20
Nails and Labor in making the same.....			7 20
<i>Walls</i> —620 ft. Siding, 1½ thick, planed and matched, at \$18 per M.....			11 16
Nails and Labor in laying the same, at \$10 per M.....			6 20
600 ft. Battens, linear measure, laid, at \$10 per M.....			6 00
<i>Floors, etc.</i> —135 ft. matched Flooring, at \$18 per M.....			2 43
Nails, and laying the same, at \$5 per M.....			67
144 ft. Wainscoting, at \$18 per M.....			2 59
Labor and Nails in laying the same, at \$10 per M.....			1 44
<i>Doors and Windows</i> —3 Doors, frames and casings complete, at \$6.....			18 00
1 Window, complete.....			3 00

SUMMARY.

Main Building.....	\$458 15
Porch.....	106 20
Wood-House.....	120 20
Privy, as in Design No. I.	64 28
Total	\$748 83

SPECIFICATIONS.

The specifications for this design are the same as for Design No. I.

DESIGN NO. VI.

In plan and general arrangement, this design is like Design No. II. For plan, see fig. 10. The blankness of the walls of this building has been relieved by pilasters, and a cupola has been added for a bell-tower. This cupola may be left off, if the builder chooses. The ventilating flues here are carried up with the walls of the cupola.



SUGGESTIONS.—A cupola, similar to the one given in this design, may be added to either of the cheap designs at a very trifling expense. It adds much to the beauty of the building, and, more than any other one thing, is a distinctive feature of school architecture. The cupola should never be built so as to appear as a mere appendage to the roof, but it should rest upon supports, which visibly extend to the ground. Besides the improvement to the appearance of the building, the cupola forms a tower for a bell; and a bell should be considered an indispensable article of apparatus for every school-house. By means of a bell, which can be heard at a distance, a much greater promptness in the attendance of pupils can be secured than in any other manner.

BILL OF MATERIALS, &c., FOR DESIGN NO. VI.

MAIN BUILDING AND PORCH.

MASONRY :

28 yards Excavation, at 20 cents per yard.....	\$4 60
87 perch of Stone Wall, at \$1 25 per perch.....	46 25
21,500 Brick, laid, at \$8 per M.....	172 00
90 yards Lathing and Plastering, at 1s. 6d. per yard	16 87
138 " Plastering on brick walls, at 10 cents per yard.....	13 80

<i>Cut Stone</i> —2 Front-door Sills, 4x16	4 00
2 Front-door Caps, 4x8.....	3 00
6 Window-Sills, 3.8x8.....	6 00
6 " Caps, 3.4x8.....	6 00
6 " Sills, 2x7.....	1 50
2 " Caps, 2x7.....	1 50

CARPENTER AND JOINER WORK :

<i>Frame</i> —36 Joists	15 ft. long, 10x2 =900 feet.
28 Ceiling Joists	24 " 6x2 =552 "
48 Collar Beams	7 " 6x1½=210 "
32 Rafters.....	17 " 5x3 =680 "
<i>Frame of Porch</i> —4 Joists.....	16 " 10x2 =107 "
4 Beams.....	16 " 6x2 = 64 "
8 Rafters	12 " 5x3 =120 "

Total.....2,633 "

2,633 ft. Lumber, at \$8 per M..... 21 06

Framing and Raising the same, at \$6 per M..... 15 79

<i>Roof</i> —1,200 ft. Roof Boards, at \$8 per M ...	9 60
9,500 Shingles, at \$3 per M.....	28 50
Nails and Labor, Boarding and Shingling.....	15 00
700 ft. Plank, 1½ thick, for cornice, at \$24 per M.....	16 80
Nails and Labor in making the same	16 80

<i>Floors, etc.</i> —128 ft. Flooring, 1½ thick, planed and matched, at \$18 per M.....	20 30
Nails and Labor in laying the same, at \$5 per M.....	5 62
570 ft. Wainscoting, laid....	22 80

<i>Windows and Doors</i> —6 Windows, sash, glass and frames, at \$5.....	30 00
2 Windows, sash, glass and frames for porch, at \$3.....	6 00
5 Doors and Frames, complete, 8x3, at \$7.....	35 00

WOOD-HOUSE.

MASONRY :

7 yards Excavation, at 20 cents per yard.....	1 40
10 perch of Stone Wall, at \$1 25 per perch.....	12 50
6,000 Brick, laid, at \$8 per M.....	48 00
1 cut-stone Window-Sill, 3x8	1 00
1 " Window-Cap, 3x8	1 00
30 yards Plastering on brick wall, at 10 cents per yard.....	3 00

CARPENTER AND JOINER WORK :

<i>Frame</i> —4 Joists.....		16 ft. long, 10x2=107 feet.	
4 Beams.....	16 “	6x2= 64 “	
16 Rafters.....	12 “	5x3=240 “	
8 Plates, etc.....	12 “	6x2= 96 “	
Total.....		507 “	
507 ft. Lumber, at \$8 per M.....			\$4 05
Framing and Raising the same, at \$6 per M.....			8 04
<i>Roof</i> —475 ft. Roof Boards.....			3 80
3,000 Shingles.....			9 00
Boarding and Shingling.....			5 93
Cornice, Labor, and Materials.....			10 00
<i>Windows, Doors, etc.</i> —1 Window, complete.....			4 00
3 Doors, complete, each 7x2.8.....			12 00
125 ft. Wainscoting.....			5 00
128 ft. Flooring, laid.....			2 50

PRIVY.

MASONRY:

18 yards Excavation, at 20 cents per yard.....		3 60
12 Perch of Stone Wall, at \$1 25 per perch.....		15 00
2,800 Brick, at \$8 per M.....		22 40
4 yards Lathing and Plastering, at 1s. 6d. per yard.....		75
12 “ Plastering on brick walls, at ten cents per yard.....		1 20
2 cut-stone Door-Caps, 3x8.....		2 00
2 “ Door-Sills, 3x16.....		2 00
2 “ Window-Caps, 2x8.....		2 00
2 “ Window-Sills, 2x8.....		2 00

CARPENTER AND JOINER WORK :

<i>Frame and Roof</i> —18 Joists and Rafters, 10 ft. long.....		4x2=120 feet.	
120 ft. Lumber, framed and raised.....			1 50
130 ft. Roof Boards, laid.....			1 50
1,000 Shingles, laid.....			4 00
Cornice, Labor and Materials.....			4 00
<i>Doors, Window, etc.</i> —2 Doors, complete, 7x2.4, at \$6.....			12 00
2 Windows, complete, 4 lights each, at \$3.....			6 00
50 ft. Flooring, laid.....			1 00

SUMMARY.

Main Building and Porch.....	\$518 79
Wood-House.....	126 22
Privy.....	80 95
Total	<u>\$725 96</u>

SPECIFICATIONS.

EXCAVATION.—Trenches are to be dug of sufficient depth to commence the walls below the action of frost. The privy vault is to be six feet deep. All the earth is to be properly leveled and graded around and from the walls when the walls are finished.

FOUNDATION WALLS.—The foundation walls are all to be built of good wall stone, and well laid in good mortar made of fresh-burned lime and clean sand. The walls are all to commence below the action of frost, and are to have a footing-course under them at least 20 inches wide and 12 inches thick, laid with care and well grouted. All the walls are to show 18 inches of fascia above the grade. The faced walls are to project 3 inches, and are to be covered with a cut-stone water-table, set flush with the stone walls so as to receive the brick walls and pilasters.

BRICK WALLS.—The brick walls are all to be built of well-burned brick laid in good mortar, made of fresh-burned lime and clean sand. All the outside walls are to be finished with flush face and struck joints. The gable-end walls are to be eight-inch solid walls. The walls are to be built sufficiently high to leave the school-room 13 feet high in the clear, and the porch and wood-house 9 feet in the clear.

CHIMNEYS.—The flues are to be smoothly plastered. An iron thimble is to be set in the chimney at least 16 inches below the ceiling to receive the smoke-pipe.

VENTILATION.—Ventilating flues are to be carried up with the walls and plastered. They are to unite in one in the attic, and open into a wooden ventilating top.

ROOFS.—The roofs are to be boarded and shingled, as specified in Design No. I.

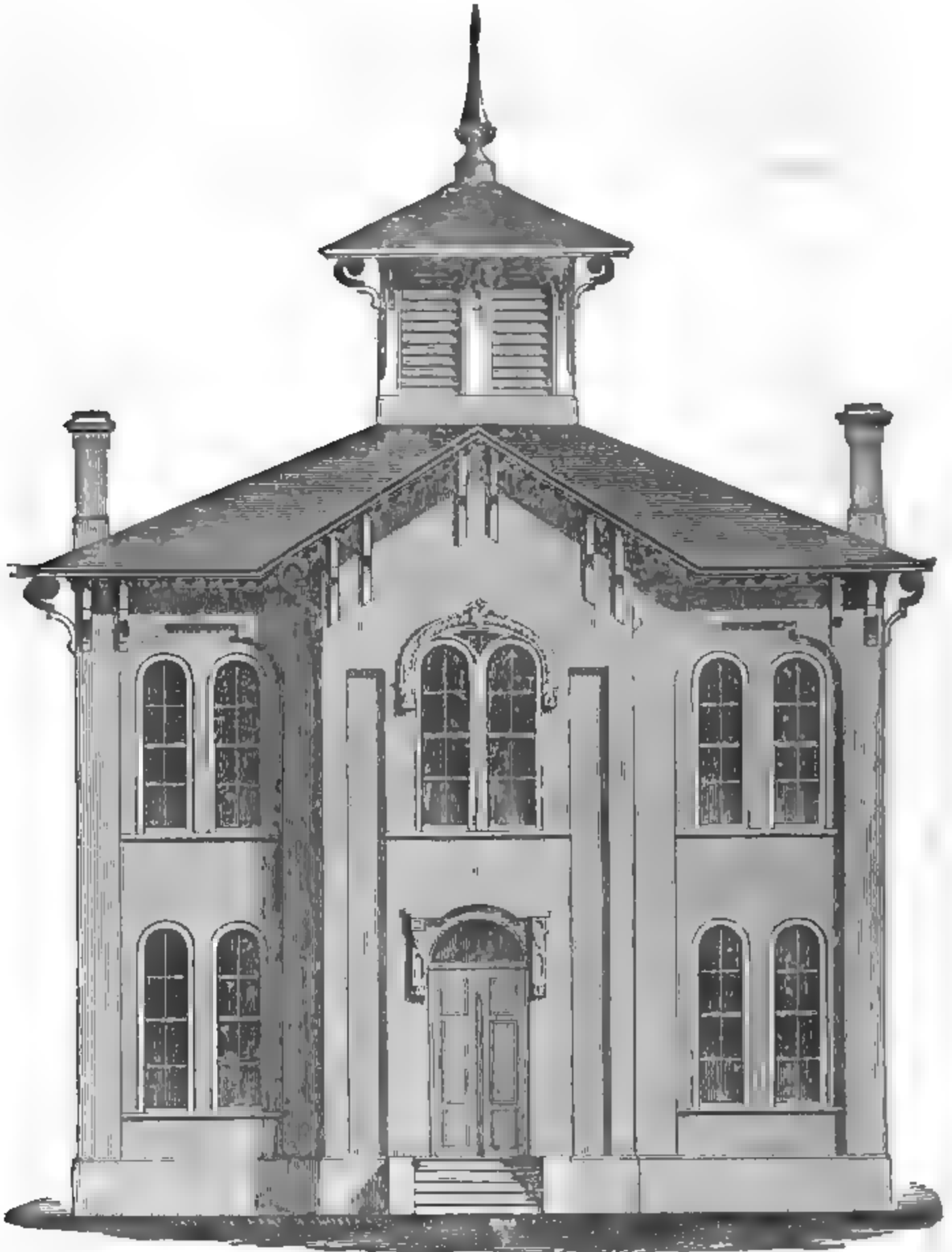
CORNICE.—The roof-boards are to project over the gable-end walls the same distance that the rafters project over the side walls and are to be furnished with furring the same size as the rafters. The furring and rafters are to be ceiled on the under side with planed and matched boards, and the other members of the cornice put on in the usual manner.

DOORS.—The outside and inside doors are to be of the thickness, and hung and trimmed, as specified in Design No. I.

WINDOWS.—The windows are to be made with circular heads. The materials and work in sash and glass are to be as specified for Design No. I.

INSIDE FINISH.—The joists, rafters, studs, and all other timbering; the floors, ceilings, and all other wood-work, are to be made, finished and painted, as specified for Design No. I. The plastering upon the brick walls is to be of two coats; the finish and the plastering upon the ceiling to be as specified in Design No. I. The outside steps, door-sills, window-sills, and water-table, are to be of cut stone.

The plan of the following building was furnished by W. Chase & Son, Buffalo, New York. It is well adapted to the use of the villages and smaller towns in the State, where Union Graded Schools are established.



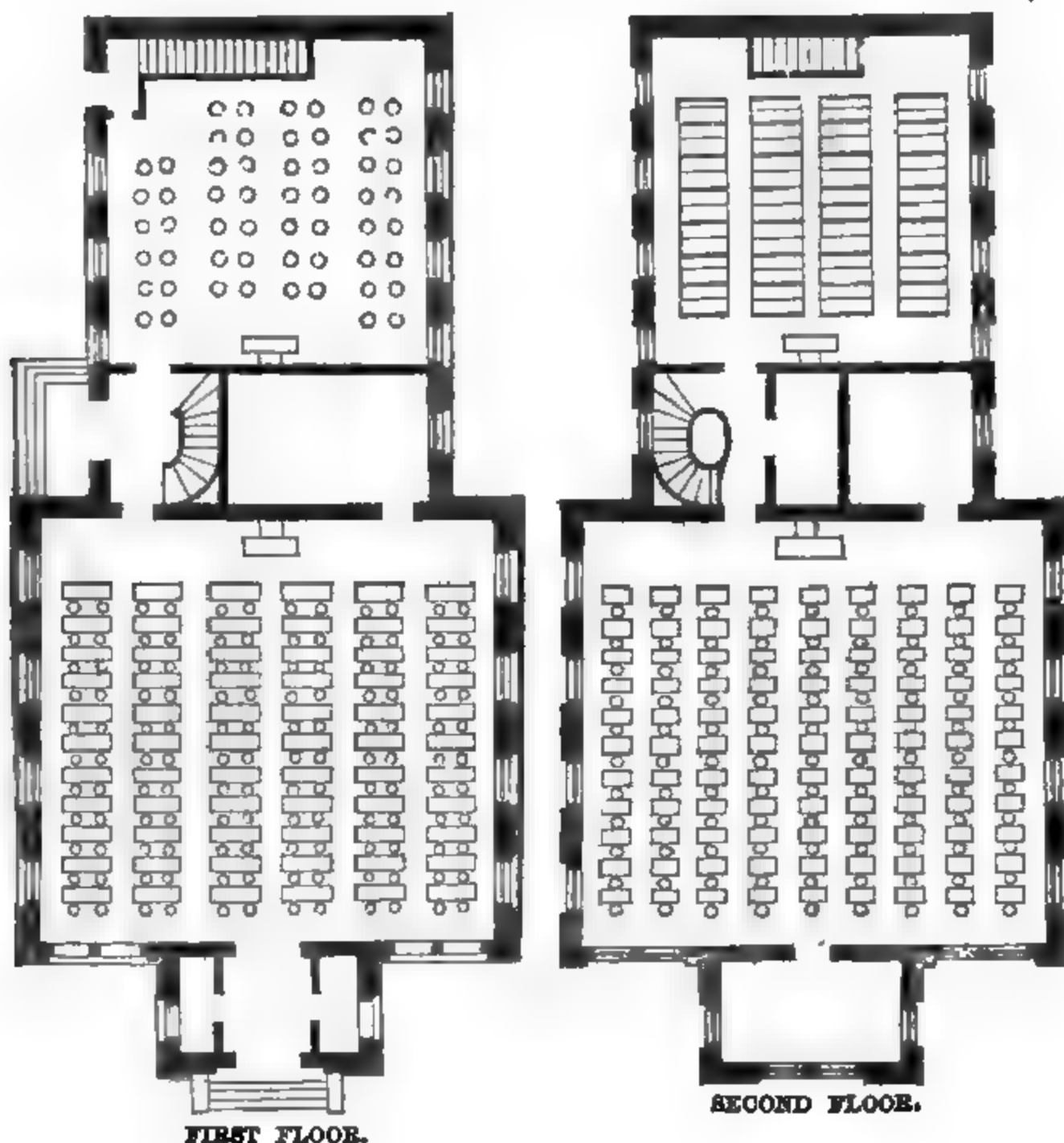
The main part is 42 by 38 feet. First floor is seated with 66 double desks and chairs. This apartment is entered from the front by a vesti-

bule, 9 by 18 feet, with a large cloak room on each side. The second story is entered by a side door, thus giving each department a separate entrance.

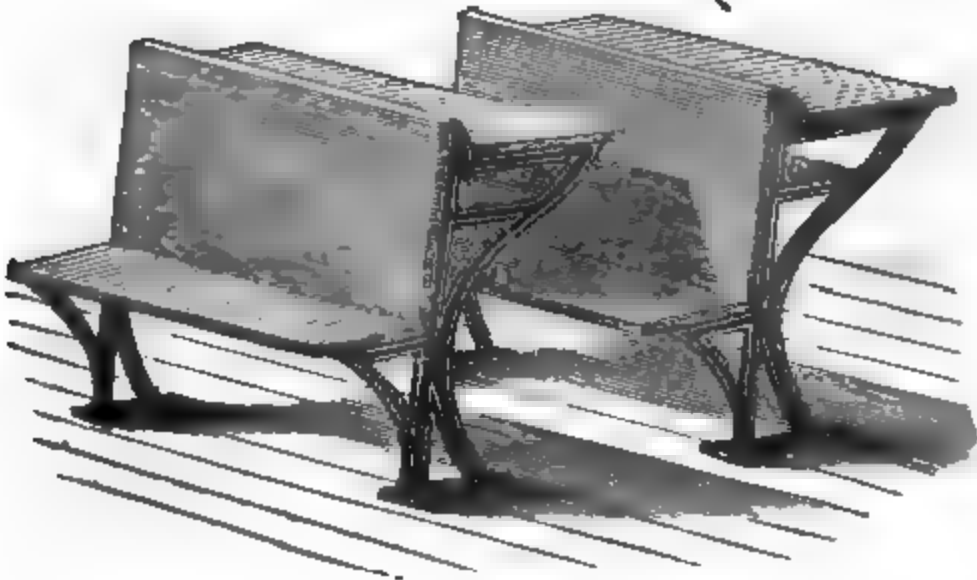
The second story of the front part is used for a Grammar School, and is seated with 99 single desks and chairs.

The rear part, 30 by 40 feet, is for recitation rooms for the Intermediate and Grammar departments, and First and Second Primary.

The first floor is for the First Primary, and is seated with primary chairs. The second story is for the Second Primary, and seated with double combination desks and seats.



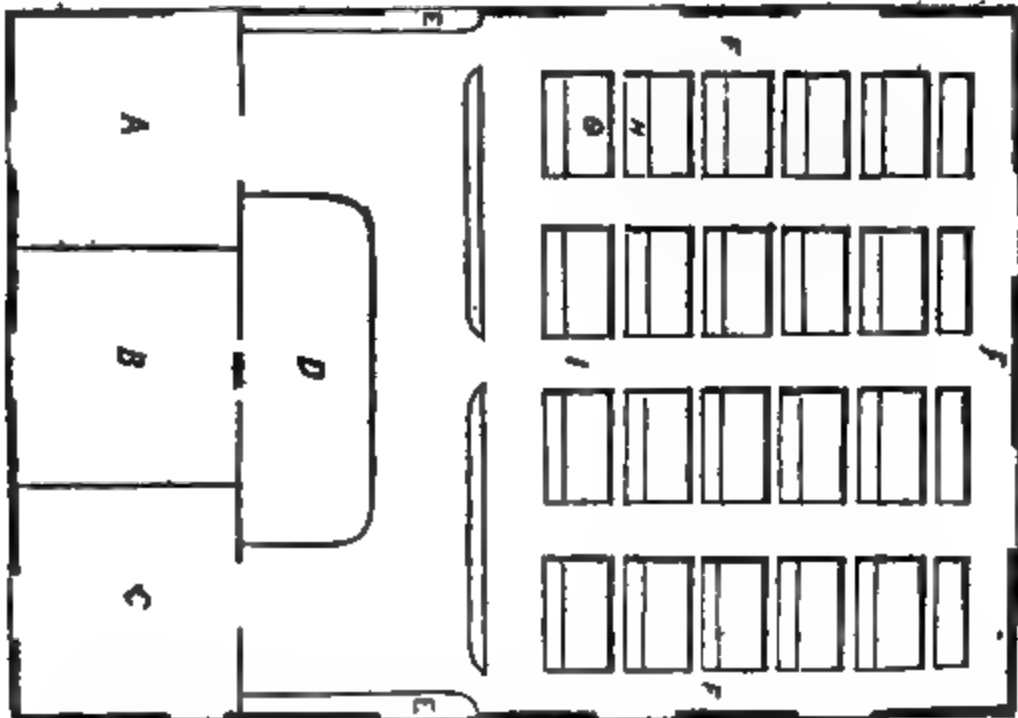
This style of School Desks, with a seat attached, has been extensively introduced into villages and country districts in Rhode Island, Connecticut, and other States, and is used in the State Normal School of Connecticut. It is not called the *best* seat, but is the *cheapest good one*.



The end pieces are cast iron, and the wood work is attached by screws. The desks are made for one or two scholars, and of eight sizes, giving seats from ten inches to seventeen, and desks at the edge next the scholar, from seventeen to twenty-six inches from the floor.

Castings for this desk are sold separately if wished.

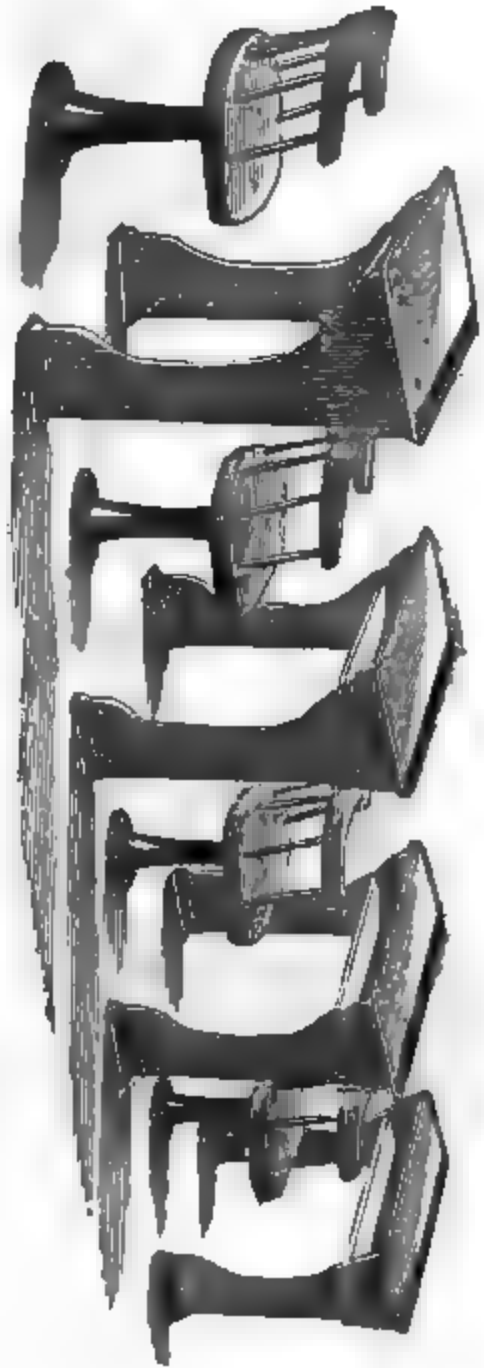
This Seat costs \$4, and may be procured of Mr. Geo. Sherwood, Agent for sale of School furniture, Chicago.



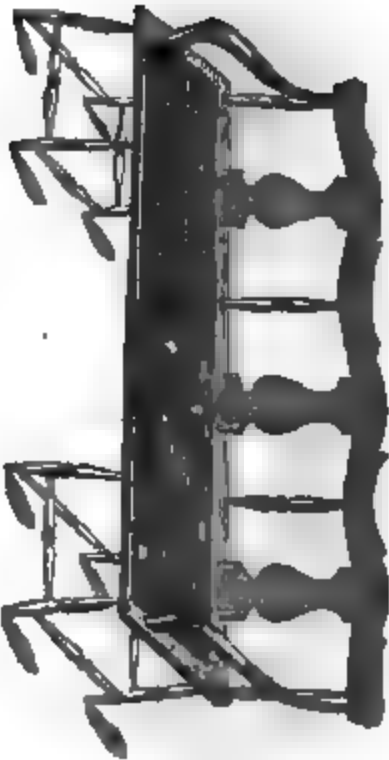
EXPLANATION.—Boys entrance marked (A.) Girls entrance (C.) Teachers retiring room and library, which may also be used as a recitation room (B.) Teachers stand (D.) Recitation Seats (E.) Aisles for arranging whole school (F.) Desk (G.) Seat (H.) Portable recitation Seats in front of Teacher's Stand, may be removed when not in use.

SCHOOL FURNITURE.

The accompanying representations of approved styles of school furniture were furnished this department by W. Chase & Son, Buffalo, New York, who manufacture the same.



Represents 4 sizes; the desks made of wood and fastened to the floor with iron shoes. Each chair is based upon a pedestal of iron, which is firmly secured to the seat of the chair at the top, and to the floor at the foot.



4 feet 4 inches—\$4.

DESIGN OF SETTERS,



Price \$4.

COMBINATION DESK AND SEAT.

Four sizes, with groove in top for pen and pencil. Also cane seats, and tops covered with enameled cloth.



Price—\$1 50.

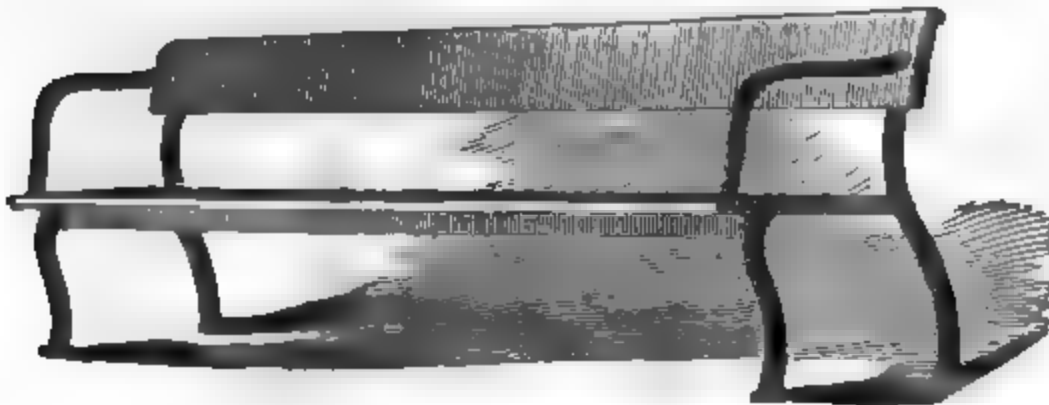
BASKET PRIMARY SCHOOL CHAIR.

The engraving represents a series of three sizes, suitable for scholars from four years of age and upward; comprehending all the sizes needed in primary and intermediate schools, to-wit:

No. 1.....	10 inches high.
" 2.....	11 " "
" 3.....	12 " "

Each has a tastefully ornamented Book Basket of iron, into which the children can place their books, slates, and other utensils of study.

As a whole, in the view of their strength, comfort, beauty and adaptation to their object, these are regarded as the best Primary School Chairs extant.



Price—50c. per ft.

RECITATION SEAT.

This Design represents a Recitation Seat, made of Pine, or White Wood, of any desirable length, from 8 to 18 feet, with or without arms. The frames are made of Iron, and when over 8 feet, three or more standards are used. They are finished to correspond with the other furniture.



Price—\$3 50.

PORTABLE INTERMEDIATE SINGLE DESK AND CHAIR.

Two sizes. Height, side next the scholar, $22\frac{1}{2}$ and 24 inches. Same design for Primary, $21\frac{1}{2}$, 23 and 25 inches high.



Price—\$4.

CHICAGO HIGH SCHOOL SINGLE DESK AND CHAIR.

Three sizes.



Price—\$6.

PORTABLE INTERMEDIATE DOUBLE DESK,

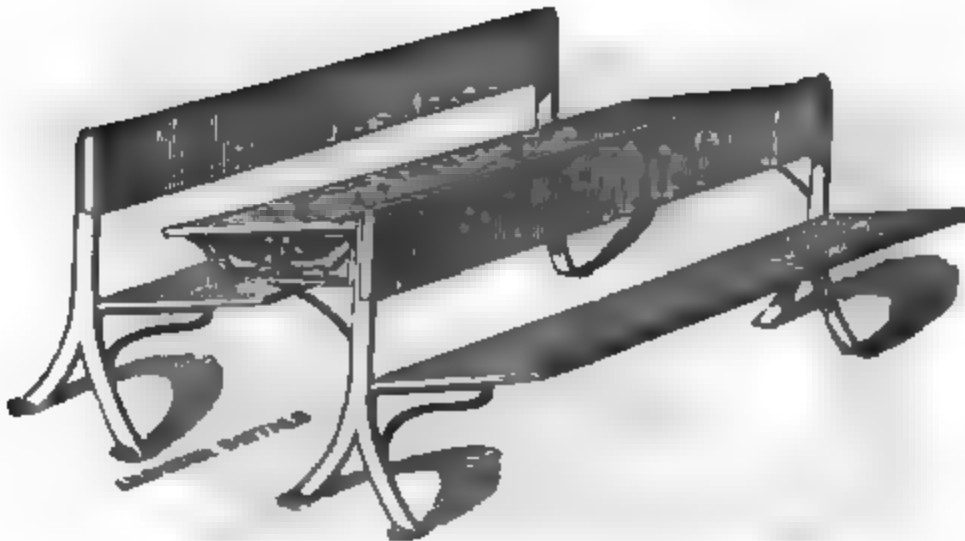
With improved Iron Back Chairs. Two sizes, $22\frac{1}{2}$ and 24 inches high. Same design for Primary, $21\frac{1}{2}$, 23 and 25 inches high.



Price—\$4 50.

PORTABLE GRAMMAR DESK.

Three sizes, $24\frac{1}{2}$, 26 and $27\frac{1}{2}$ inches high.



Price—\$4.

COMBINATION DESK AND SEAT.

Four sizes, from 10 to 16 inches in height, and any length desired. The last desk in each row is a seat without a desk, as in this design.



Price—\$6.

BOSTON DOUBLE DESK AND CHAIRS.

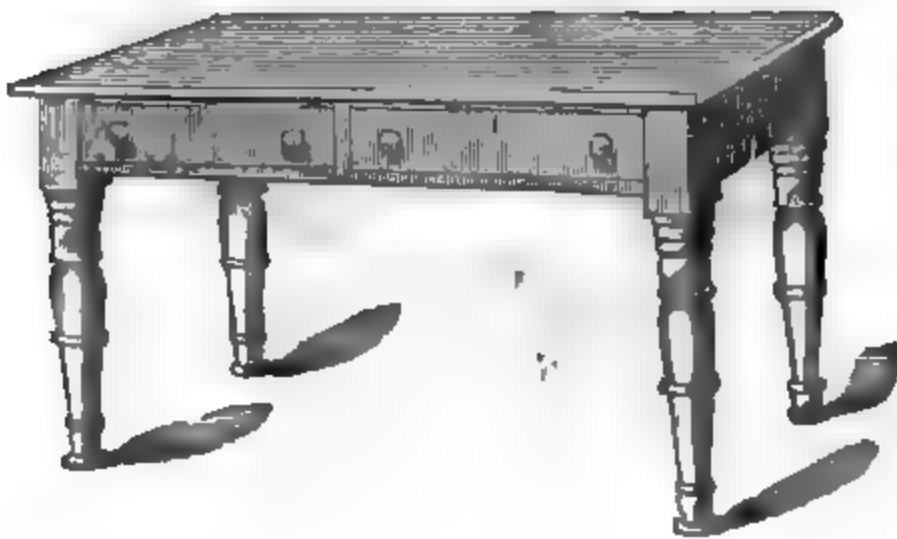
Three sizes in height. The top is grooved, to accommodate pens, pencils, and other small articles, with a safe resting place.



Price—\$5 50.

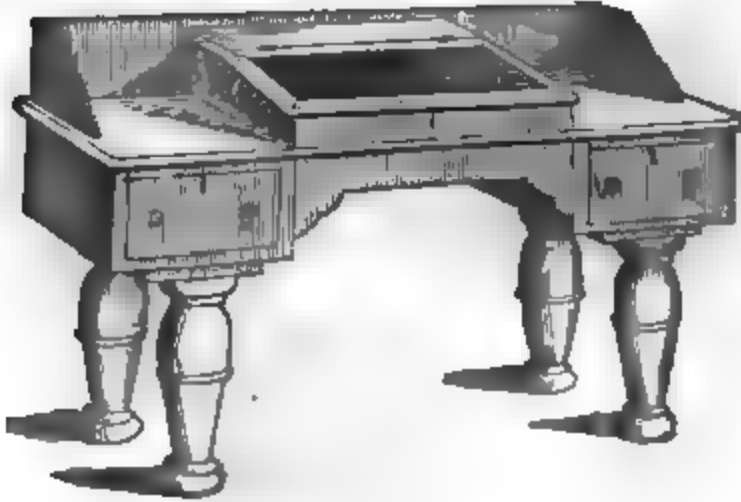
HIGH SCHOOL SINGLE DESK AND CHAIR.

Three sizes, 24, 25½ and 27 inches.



Price—\$6 50.

TEACHERS' TABLES.



Price—\$20.

TEACHERS' DESK WITH TWO DRAWERS.

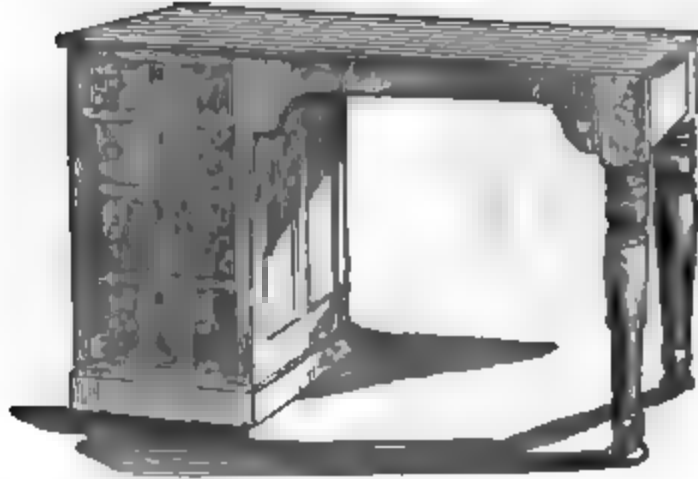
Inclined top and deep tray.



Price—\$22.

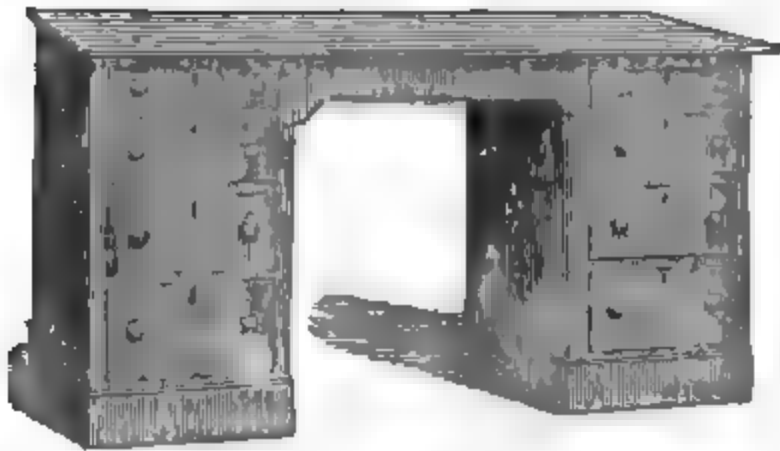
TEACHERS' DESK WITH FOUR DRAWERS,

And cloth top.



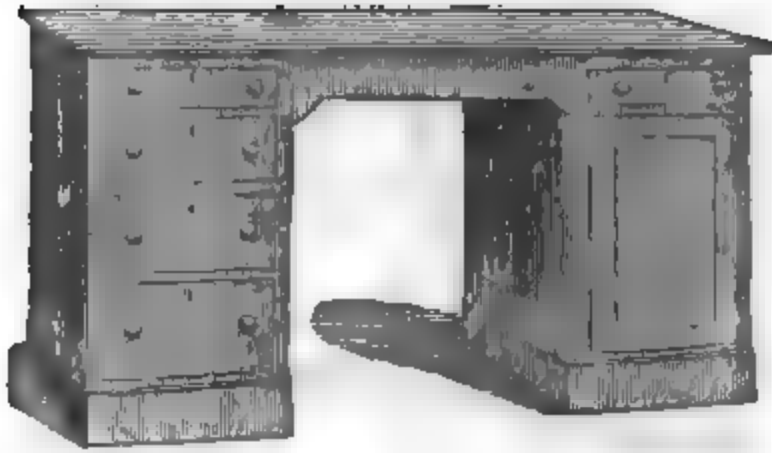
Price—\$16.

TEACHERS' TABLE WITH FOUR DRAWERS.



Price—\$25.

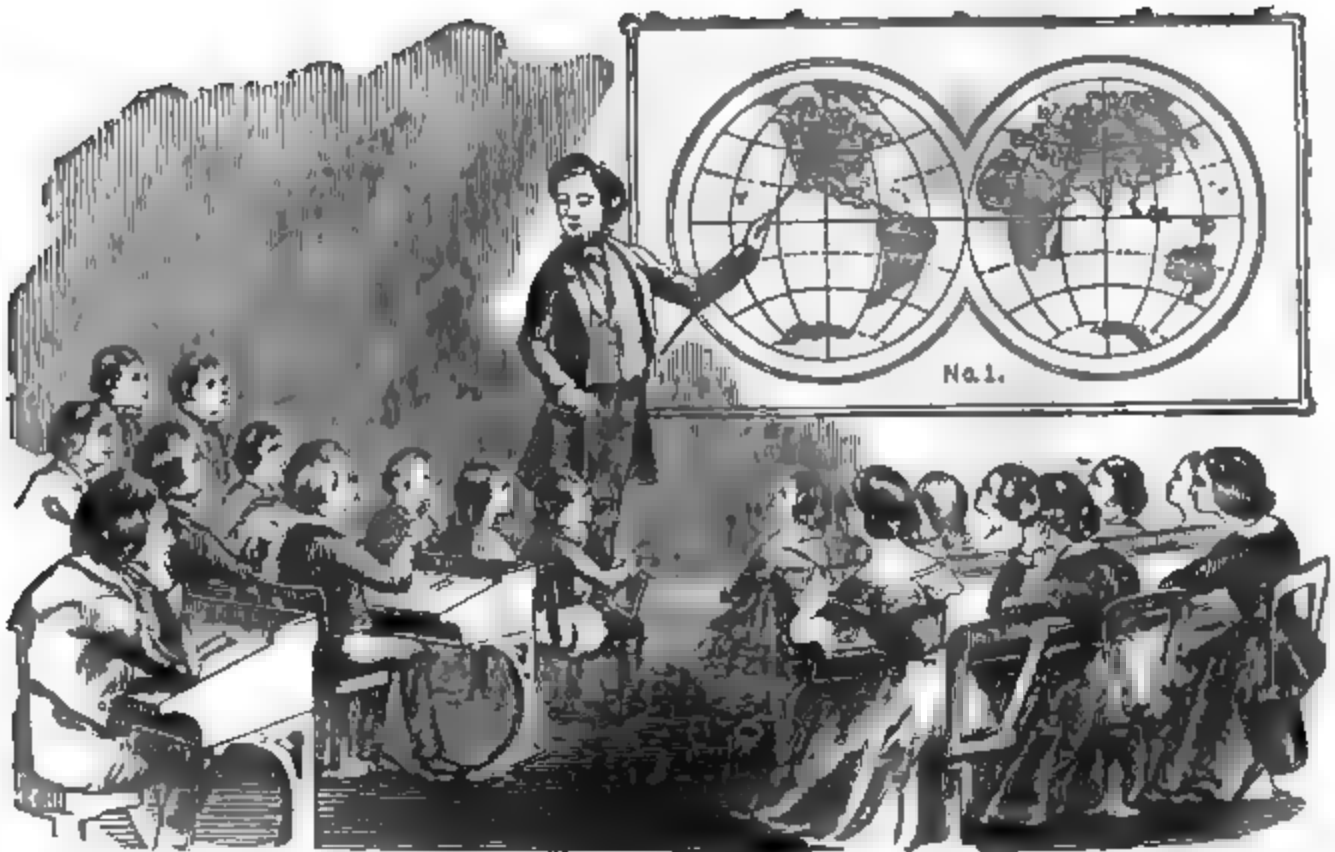
TEACHERS' DESK WITH EIGHT DRAWERS.



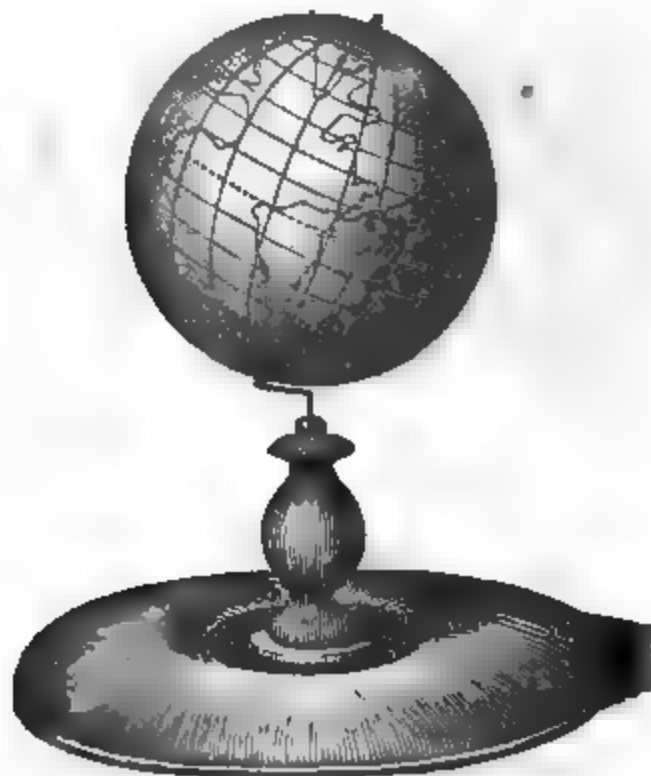
Price—\$25.

TEACHERS' DESK WITH FIVE DRAWERS AND CLOSET.

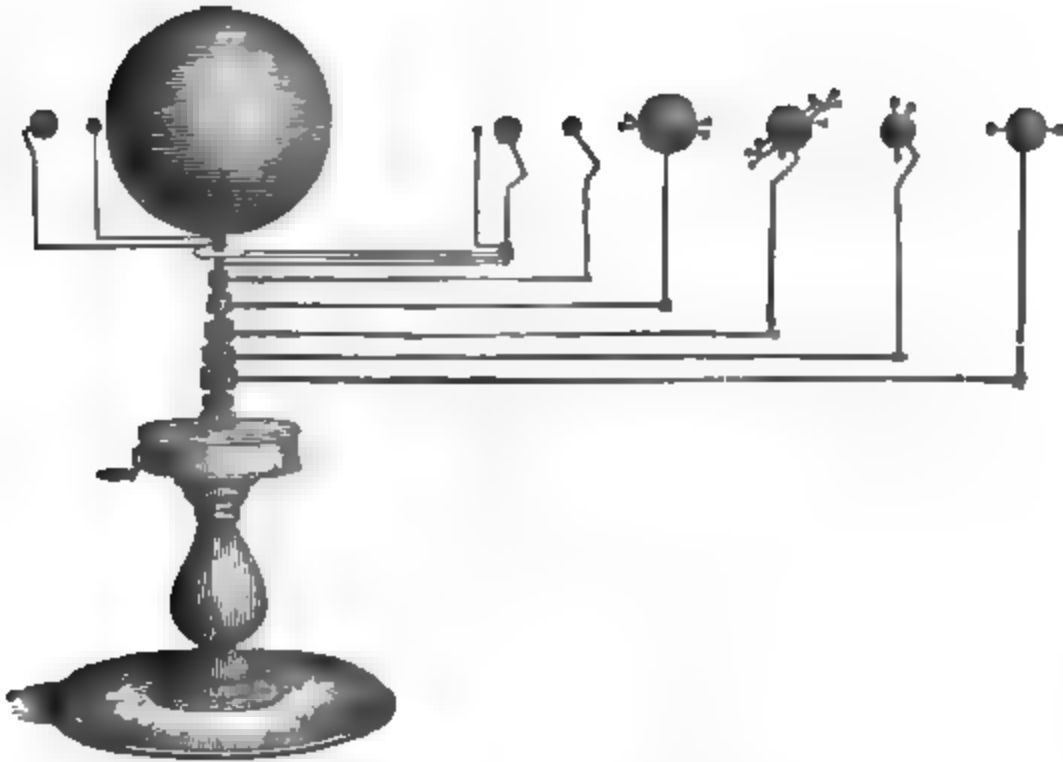
SCHOOL APPARATUS.



OUTLINE MAPS.



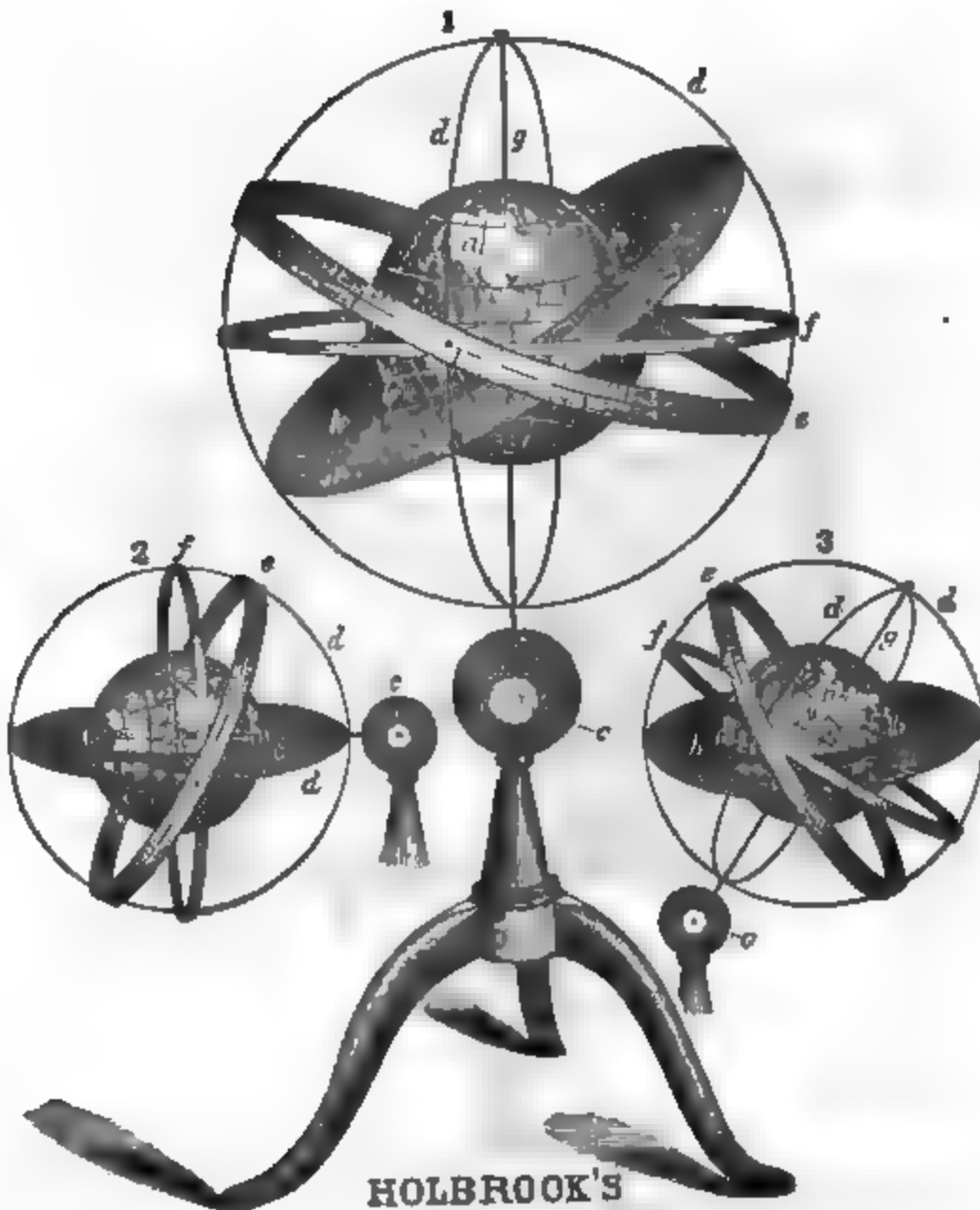
GLOBE.



ORRERY, or Planetarium, representing the proportional size and relative position of the Planets composing the Solar System, except the asteroids, and showing their annual revolutions.



NOISELESS SLATE.—The frame of this slate is partially covered with velvet, and so constructed as to be as near noiseless while in use as a slate can be made. As will be seen from the engraving, there are letters of the alphabet and pictures of various simple and common objects upon the frame, with which the young pupils may busy themselves when not otherwise engaged, and at the same time be learning to draw and write.

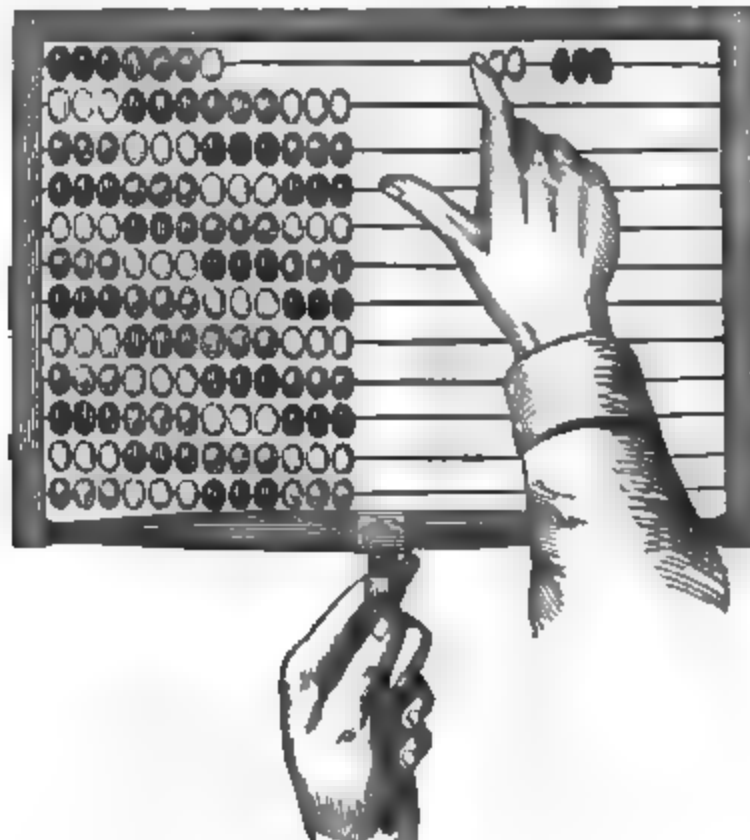


HOLBROOK'S
CELESTIAL SPHERE.



PATENT INKSTAND, FOR SCHOOLS.

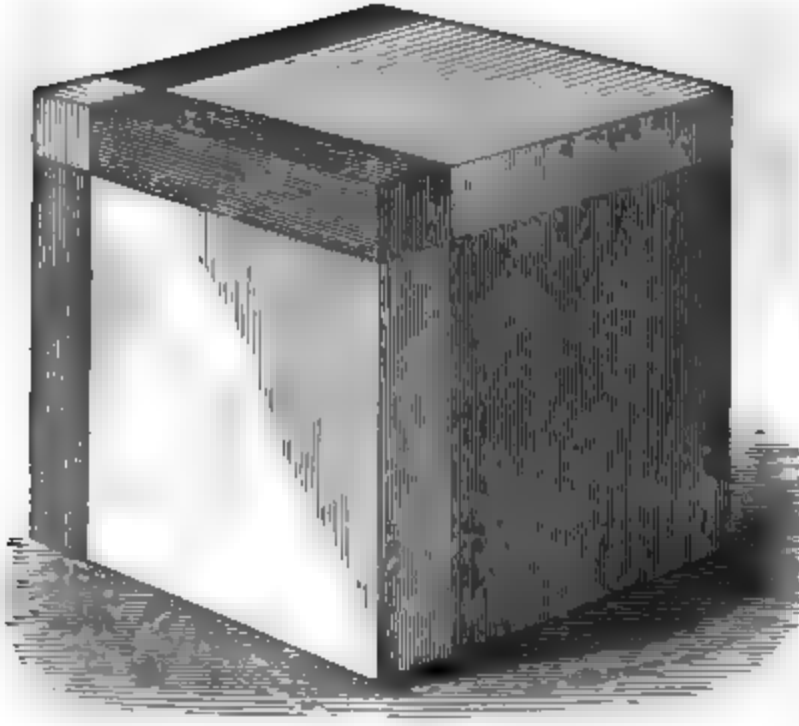
EXPLANATION.—The iron plate (*a*), with a screw thread on its rim, is held securely to the desk or table by two common screws. On this is placed the glass font (*b*), to contain the ink. The cap (*c*), of Japaned iron, surrounds the glass font, and is screwed on to the base-plate, or removed at pleasure, by the lever (*d*).



NUMERAL FRAME, for teaching Arithmetic in primary and intermediate schools.



The **TELLURIAN** is designed to illustrate the various phenomena resulting from the relations of the Sun, Moon and Earth to each other; the succession of day and night, the change of the seasons, the change of the Sun's declination, the different lengths of day and night, the changes of the Moon, the harvest Moon, the precession of the equinoxes, the differences of a solar and sidereal year, etc., etc. The Moon revolves around the Earth, and both together around the Sun, while the Sun, Earth and Moon revolve around a common center of gravity.



CUBE ROOT BLOCKS, for explaining the extraction of Square and Cube Root.

NORMAL UNIVERSITY.

BOARD OF EDUCATION.

Members whose Term ends February 18th, 1859.

NINIAN W. EDWARDS Springfield.
JOHN R. EDEN..... Sullivan.
FLAVEL MOSELEY..... Chicago.
WM. H. POWELL, *ex-officio* Member and Secretary.
SIMEON WRIGHT..... Franklin Grove.

Members whose Term ends February 18th, 1861.

GEORGE BUNSEN..... Belleville.
JOHN J. GILLESPIE S'te Marie.
C. E. HOVEY..... Bloomington.
GEO. P. REX..... Perry.
DANIEL WILKINS..... Bloomington.

Members whose Term ends February 18th, 1863.

C. B. DENIO Galena.
S. W. MOULTON..... Shelbyville.
A. R. SHANNON..... Carmi.
WESLEY SLOAN Golconda.
W. H. WELLS..... Chicago.

Members whose Term ends February 18th, 1865.

JOEL S. POST Decatur.
PERKINS BASS..... Chicago.
SIMEON WRIGHT..... Illinois.
WM. H. POWELL Springfield.

BOARD OF INSTRUCTION.

C. E. HOVEY,

Instructor in the Theory and Art of Teaching.

IRA MOORE,

Instructor in Mathematics.

SAMUEL WILLARD,

Instructor in Language.

E. C. HEWETT,

Instructor in Reading and Geography.

C. M. CADY,

Instructor in Vocal Music.

E. R. ROE.

Lecturer on Chemistry and Physiology.

MISS F. A. PETERSON.

Assistant Pupil Teacher.

MISS MARY M. BROOKS.

Instructor in the Model School.

REPORT OF THE STATE BOARD OF EDUCATION.

The act providing for the Normal University makes it the duty of the Superintendent of Public Instruction, who is secretary of said board *ex officio*, to "report to the legislature at its regular sessions the condition and expenditures of said Normal University, and such further information as the said Board of Education may direct." In accordance with this provision, the following report is respectfully submitted, with a request that the secretary shall lay it before the legislature:

In pursuance of law, the board held their first regular meeting at the office of the Superintendent of Public Instruction, in Springfield, on the 4th day of May, 1857, and was permanently organized by election of N. W. Edwards, of Springfield, president—eleven members of the board being present. In pursuance of law, the length of time each member should hold his office was then determined by lot, as follows: Messrs. Edwards, Moseley, Wright and Eden, drew for two years; Messrs. Rex, Wilkins, Hovey, Bunsen and Gillespie, drew for four years; and Messrs. Shannon, Wells, Sloan and Moulton, drew for six years. The organization was perfected by the appointment of committees, and an agent was elected to visit the various cities and villages in the state, as provided for in the fifth section of the act establishing the Normal University—said agent to act as the organ of the committee on location, and under their direction. Before the formal organization of the board, notice had been given through nearly every newspaper in the state, that proposals would be received in accordance with the provisions of the act establishing a University, for its location "at the place where the most favorable inducements should be offered for that purpose." Four towns offered their proposals accordingly.

The board adjourned to meet at the city of Peoria, where they accordingly convened on the 7th day of May. Whereupon they proceeded to open and examine the sealed proposals made for the location of the University. It was found that four propositions had been made, from the following places: Batavia, Washington, Peoria and Bloomington. The board unanimously agreed to locate the University in the county of McLean, near the city of Bloomington, as the inducements there offered unquestionably surpassed all others, and were truly most munificent. These consisted of one hundred and sixty acres of land, a county subscription of \$70,000, and individual subscriptions, amounting altogether to the sum of \$141,000. To place these offers beyond contingency, the board unanimously adopted the following resolution:

Resolved, That the Normal University be located in the county of McLean, near Bloomington, on the one hundred and sixty acres of land which is to be granted for the construction and use of the University: *Provided, however*, that the said location shall not be made until the full amount of the appropriation in the manner in which the same is proposed is fully and safely secured by the execution and delivery of all necessary deeds of conveyance, and all other papers which may be required to secure the said appropriations for the construction and use of the said University.

Before the location was consummated, therefore, bonds for all necessary deeds, together with papers and other guaranties, were executed under the supervision of able legal counsel. The lands comprising this donation lie in a body, but belonged to different individuals; and all have been secured to the board and their successors, with no condition but the single one that the University shall be permanently located thereon. These lands lie at the intersection of the Illinois Central and Chicago, Alton and St. Louis railroads, some two miles from the city of Bloomington. They consist of undulating prairie of the very first quality, are easy of access, and well adapted for all the objects of the University; and the site chosen for the University building is not only most beautiful, but commands a view of the country for miles around. The county subscription of \$70,000, before alluded to, was made by the county court, and was to consist of the proceeds of the sale of swamp lands belonging to the county. At that time a brisk traffic in lands was going on throughout this part of the state, and there was every reason to believe that the money from the sale of these lands would be almost immediately realized. The county court exerted itself in the most honorable manner to hasten the sale of the land and to comply with the full spirit of their donation; but the great financial revulsion which swept over this country and the world embarrassed the sale of the lands, so that the board has only realized \$15,553 64 from that source up to the present time. Since the action of the county court in making their liberal donation, the system of township organization has been adopted in the county, and a new court was formed under this system. Several of the gentlemen comprising the new court had been opposed to the donation to the University, on various grounds; but they still confirmed in the most honorable manner the action of their predecessors, and, by their official action, removed all possible chance of embarrassment on the subject of this munificent county donation. The board take pleasure in commending the action of the present and of the former courts of McLean county on this whole subject, as having been marked with a generous but discreet liberality and an honorable determination to execute the letter and spirit of their pledges. Soon after the final location of the University, Messrs. Rex and Hovey were appointed a committee to visit the various Normal Schools of the east, and report to the board on the subject of building, etc. After the return of the committee, the board resolved upon the erection of University buildings, plans and drawings of which accompany this report; and arrangements and contracts were immediately made for their erection. The plans and drawings were executed by G. P. Randall, architect and superintendent of University buildings, under the supervision and advice of the principal, Mr. Hovey. It is believed that they will, when finished, be unsurpassed by any buildings for a similar purpose in the United States; and when they shall be completed, and the surrounding grounds are embellished in accordance with plans already proposed, copies of which accompany this report, the whole will form a most useful and beautiful monument of the wise munificence of the people of McLean county.

On the twenty-ninth day of September, 1857, the corner-stone of the University was laid with appropriate ceremonies, in the presence of a large number of the citizens of Bloomington and the surrounding country; and the board confidently hoped to have seen the buildings completed during the year 1858. But the financial revulsion and unforeseen difficulties before alluded to compelled the arrest of further progress and the suspension of the work, which, from a continuance of these causes, has not yet been resumed; but the foundation and other work completed has been protected in the most thorough manner from injuring by time and elements; and the foundation will be improved rather than damaged by the suspension. Some thirty thousand dollars have been invested in materials and labor, about twenty-one thousand of which has been paid; and the cut-stone for the basement, and lumber, frames, and other prepared materials, are on the ground, safely protected from injury; and the board confidently hope that means will be found for the completion of the buildings during the coming year.

On the 23d day of June, 1857, Charles E. Hovey was elected principal of the University; and assistant teachers in the various departments were subsequently appointed for the organization of the University in temporary quarters pending the erection of the necessary buildings. As unforeseen and unavoidable circumstances have confined the Institution to its temporary quarters until the present time, an extended account of these and of the success and progress of the Institution therein will be demanded.

The principal was ordered to issue a circular announcing the opening of the Institution on the first Monday in October, 1857, and fixing the standard of qualifications required of all applicants for admission, and giving such other information as might be necessary; which was accordingly done. The principal was also authorized to fit up temporary rooms in the city of Bloomington; and a building consisting of a large hall and six smaller rooms was accordingly prepared for the purpose, and on the first Monday in October the Institution was formally opened. The number of pupils who availed themselves of the benefits of the University at the first term was forty-three—a larger number than have usually attended the first terms of similar institutions elsewhere, but much smaller than the Institution was able to accommodate without additional expense. The board therefore authorized the principal, “in case counties and representative districts failed to send the number of pupils to the University to which they were entitled by law to receive, by the concurrence of the committee on officers, pupils into the University from any part of the State; but no county or district, in any contingency, was to be deprived of the right to send the number, if desired, to which they were entitled by law.” Pupils were accordingly received temporarily on the same conditions as regular pupils until the legal districts and counties should avail themselves of their rights. The studies to be pursued, the text-books to be used, and all the necessary appliances, were determined and provided by the principal, under the direction of the board; and the board are gratified to be able to announce that, in all the necessary aids to the teachers’ art, the Institution is well and judiciously supplied. One-half of the one thousand dollars donated to the state by the Messrs. Merriam, through N. W. Edwards, late

Superintendent of Public Instruction, was, in accordance with its design, expended for apparatus to illustrate the physical sciences; and the remaining five hundred dollars will be used for a similar purpose, as the demands of the Institution may require.

Owing to obvious causes, connected with the confinement of the Institution to its present temporary quarters, etc., teaching has thus far been necessarily confined to branches pertaining to the education of teachers for the common schools of the state. These have been—all which are necessary to a thorough mastery of the English language, spoken and written; arithmetic, practical and philosophical; geography, descriptive, political and physical; and the theory and practice of teaching.

The successive public examinations of the pupils at the close of each term, which have been witnessed by the board, have enabled them to judge fairly of the drill and teaching capacity of the instructors and of the supervisory ability of the principal. To say that they have been well satisfied with these would be only to reiterate what they have already had occasion to say before the public who were assembled to witness these examinations; and it is with no less a sense of duty than of pleasure that they here bear testimony to the executive ability and discreet activity, in all that pertains to his duties, which have been constantly manifested by the principal. In the public examinations the board have been pleased to find that all of that special drill and preparation for the occasion so frequent in too many educational institutions had been omitted, and that the object was to give a fair and just exhibition of the things taught, the manner of teaching them, and the evidences of success in the progress of the pupils. There were no set exercises, no leading questions, no answers by rote, no *ad captandum* displays. Members of the board or persons in the audience were at all times free to question the classes until certain that the pupils fully *comprehended* the subjects of their examination. The study of the English language is made to comprehend the phonetic analysis of its words, with their analytical and synthetical forms, pronunciation, enunciation and pauses, accent and emphasis in speech, and their grammatical structure in the English idiom, together with their orthography, and the science of written language; and special pains have been taken for the mastery of the valuable but much neglected art of reading. Arithmetic has been taught in a manner which for thoroughness is unsurpassed. The teaching of mere rules and processes is abandoned; and the pupils were made to exhibit a mastery of the philosophy of numbers which is creditable alike to the teachers and to the systems which are almost peculiar to what may well be technically called *normal teaching*. The cumbersome use of *words* in aid of mental processes with numbers is not practiced, and many processes which consume time in old methods are here performed almost instantaneously by mental effort, without words. When these pupils go out to teach in our common schools, and thus diffuse their methods among the people of the state, it will prove a most valuable evidence of the usefulness of the Normal University. The same thoroughness pervades all the branches taught. Pupils in *geography*, when called out at random, go to the blackboard and, without an *original*, draw complete outline maps of any country required—first

marking off the parallels of latitude and longitude, numbering them from memory, and filling in the coast lines and chief natural and political features in the same way. When questioned in relation to any particular country, they were not only able to give strictly its geography, according to ordinary text-books, but also nearly all collateral facts which pertain to the country—historical, political, topographical, social, commercial and industrial. Physical geography of the earth, in itself, and as affected by ocean, air, temperature, and other physical agencies, was exhibited in the same thorough manner. Frequent examples were given of the proficiency of pupils in the theory and practice of teaching, by requiring them to take charge of the classes in the presence of the board. Constant facilities are afforded to pupils to perfect themselves in this important knowledge in the Model School attached to the University.

The science and practice of vocal music has also been taught by a teacher of eminent qualifications, and the board heartily concur in the now wide-spread belief that the use of vocal music in schools has an importance which can hardly be over-estimated. Besides its moral and social influence in diffusing pleasure and cheerfulness among the pupils, it surpasses as a mere physical exercise any known means of recreation. Pleasant in itself, always at hand, suited to all, and exercising at the same time the lungs, vocal and blood-circulating organs, it well deserves the preeminence which it has long possessed in some parts of Europe and is fast attaining in this country.

In connection with the Normal University, a Primary Model School was opened, under the superintendence of its principal, and in the immediate charge of Miss Mary M. Brooks—a lady unsurpassed in ability to awaken mind and call into action the latent faculties of young learners, by which she has elicited the unqualified admiration of the entire board and a great number of visitors from different parts of the state. The discipline and teaching here exemplifies what the primary training in our common schools should be; thus giving the student-teachers a model, the peculiar advantages of which will be felt throughout the state as soon as the Normal students assume their position as instructors of youth. The number attending this department was small the first term; but as soon as it was known, and the wide difference between crowding the minds of youth with senseless words—to them—and firing them with living principles was appreciated by the citizens of Bloomington, so soon it only became necessary to announce the fact of a vacant seat to secure a dozen applications for the same. This school is what our public schools will be when supplied with Normal teachers.

Before closing this report, the board are impelled to say that they have been most favorably impressed with the character of a very large proportion of the pupils who have been in attendance at the University. They have chosen teaching as their profession; their hearts are in the work; most of them have already had more or less experience as teachers; and they press on 'toward the mark of their high calling' like young men and women who are determined to be worthy of the duties and rewards of their life labor.

Statistics and facts relating to the pupils, as to their ages, sex, place of birth, residence, etc., etc., will be found in the report of the principal, hereto subjoined.

In conclusion, the board most cordially and earnestly commend the University to the legislature and to the people, as altogether worthy of their approbation and support.

The board take this occasion to respectfully suggest the propriety of your visiting this Institution in a body, at some time during the ensuing session.

N. W. EDWARDS, *President*.
F. MOSELY,
S. W. MOULTON,
S. WRIGHT,
GEO BUNSEN,
GEORGE P. REX,
J. GILLESPIE,

C. B. DENIO,
D. WILKINS,
WESLEY SLOAN,
JOHN R. EDEN,
W. H. WELLS,
ALBERT R. SHANNON,
W. H. POWELL.

BLOOMINGTON, *December 23, 1858.*

ABSTRACT OF THE PROCEEDINGS OF THE STATE BOARD OF EDUCATION.

SPRINGFIELD, *Tuesday, May 4, 1857.*

The Board of Education of the State of Illinois met at the office of the Superintendent of Public Instruction, pursuant to the requirement of section fifth of the act establishing a State Normal University, and was permanently organized by the election of Hon. Ninian W. Edwards, of Springfield, President. The following named gentlemen were present: Messrs. Mosely, Wells, Wright, Wilkins, Hovey, Rex, Edwards, Gillespie, Shannon, Bunsen and Powell.

On motion of Mr. Hovey, of Peoria, the Board proceeded to determine by lot the length of time each member should hold his office, which resulted as follows:

The following gentlemen drew for two years each: Messrs. Edwards, Moseley, Wright and Eden.

The following gentlemen drew for four years: Messrs. Rex, Wilkins, Hovey, Bunsen and Gillespie.

The following gentlemen drew for six years: Messrs. Shannon, Wells, Sloan, Moulton and Denio.

On motion of Mr. Hovey, Committees were appointed on the following subjects: Committee on Rules and Regulations; Committee on Course of Study and Text-Books; Committee on Location; Committee on Buildings; Committee on Officers of the Institution.

The following gentlemen were appointed on the above Committees:

Committee on Rules and Regulations—W. H. Wells, Chicago; John Eden, Sullivan, Moultrie county; J. Gillespie, A. R. Shannon, Carmi, White county.

Committee on Course of Study and Text-Books—S. Wright, Franklin Grove, Lee county; W. H. Wells, Chicago; W. Sloan, Golconda, Pope county.

Committee on Location of the Institution—W. Sloan, Golconda, Pope county; George Bunsen, Belleville, St. Clair county; George P. Rex, Perry, Pike county; C. E. Hovey, Peoria; D. Wilkins, Bloomington.

Committee on Buildings—C. B. Denio, Galena; F. Mosely, Chicago; S. W. Moulton, Shelbyville.

Committee on Officers of the Institution—S. W. Moulton, Shelbyville; N. W. Edwards, Springfield; S. Wright, Franklin Grove, Lee county.

Adjourned till 2 P. M.

Afternoon Session—2 o'clock.

The Board met pursuant to adjournment, and was called to order by the appointment of Mr. Wells as Chairman *pro tempore*.

On motion, the Committee appointed at the informal meeting in March, had leave to retire and make up their report. On consultation, the Committee submitted the following report:

To the Board of Education of the State of Illinois:

The Committee on Location beg leave to report, that, immediately after appointment, the following circular was issued and published in nearly all the papers in the State:

PROPOSALS FOR THE LOCATION OF THE NORMAL UNIVERSITY.—The undersigned being appointed a Committee on behalf of the Board of Education of the State of Illinois, to receive proposals for the location of the Normal University, created by the act establishing said board, which Normal University must be located "at the place where the most favorable inducements are offered for that purpose, provided that such location shall not be difficult of access, or detrimental to the welfare and prosperity of said Normal University," hereby give notice that they will receive proposals until the first day of May next, and also hereby invite the various towns and cities of the State to compete for the location of this Institution.

Proposals may be directed to the Secretary, or handed to any member of the Committee, but must be in the hands of the Committee by the first day of May.

W. Sloan, Geo. Bunsen, Geo. P. Rex, C. E. Hovey, D. Wilkins, Committee.

In accordance with this notice, three places entered into competition and submitted proposals, viz: Peoria, Bloomington and Washington. These proposals are now in the hands of your Committee. The Committee visited these places, and also Decatur, from which place, however, they received no bid, for the purpose of examining sites. A large number of beautiful sites were shown and placed at the disposal of the Board.

All of which is respectfully submitted.

GEO. BUNSEN,
GEO. P. REX,
D. WILKINS,
C. E. HOVEY,

Committee.

On motion, the report of the Committee was accepted.

Mr. Wright moved the appointment of an Agent to visit the various cities and villages in the State, as provided for in the fifth section of the act establishing the University.

On motion of Mr. Wells, it was

Resolved, That the Agent act as organ of the Committee on Location and under their direction.

On motion, the Board proceeded to ballot for an Agent, which resulted in the election of Mr. Wright.

On motion, Mr. Bunsen, in whose hands had been placed the sealed proposals made by the several towns competing for the location of the University, was directed to return the same to the proper representatives of those towns.

On motion, Mr. Rex was added to the Committee on Building.

The Board then adjourned to 8 o'clock on Wednesday morning.

Wednesday, May 6, 1857.

Board met pursuant to adjournment, and was called to order by the President.

Mr. Wells offered the following resolution:

Resolved, That the Agent on Location be instructed to report at an adjourned meeting of the Board, to be held in the city of Peoria on to-morrow afternoon at 8 o'clock.

The ayes and nays being called upon the resolution, the following gentlemen voted in the affirmative—Messrs. Rex, Shannon, Gillespie, Wilkins, Wright, Bunsen and Mosely—7.

The following gentlemen voted in the negative—Messrs. Edwards and Sloan.

On motion, the meeting adjourned.

N. W. EDWARDS, *President*.

W. H. POWELL, *Secretary*.

PEORIA, *May 7.*

The Board met at the city of Peoria on Thursday, at 3 o'clock P. M., and was called to order by the President.

The Board proceeded to open and examine the various proposals made for the location of the University. It was found upon examination that four propositions had been made from the following places—Batavia, Washington, Bloomington and Peoria.

The village of Washington, Tazewell county, offered in cash, land and buildings, the sum of twenty thousand dollars.

The city of Batavia offered cash, land and buildings, estimated at forty-five thousand dollars.

The city and county of Peoria offered cash and land estimated to be worth eighty thousand dollars.

The city of Bloomington and county of McLean offered cash and land valued at one hundred and forty-one thousand dollars.

Mr. Sloan offered the following resolution:

Resolved, That the Normal University be located in the county of McLean, near Bloomington, on the 160 acres of land which is to be granted for the construction and use of said University: *Provided, however*, that the said location shall not be made until the full amount of the appropriation, in the manner in which the same is proposed, is fully and safely secured by the execution and delivery of all necessary deeds of conveyance and all other papers which may be required to secure the said appropriation for the construction and use of said University as aforesaid.

Mr. Hovey offered the following amendment, which was adopted:

Provided, That if within sixty days the conditions of this resolution be not complied with, then the said Normal University shall be located in Peoria.

Mr. Sloan's resolution was then unanimously adopted.

On motion, the Board then adjourned to 8 o'clock P. M.

Evening Session—8 P. M.

The Board convened pursuant to adjournment.

Mr. Rex offered the following resolution, which was adopted:

Resolved, That an Executive Committee of four be appointed to attend to employing counsel, and having the necessary papers executed to secure to this Board the subscriptions and lands proffered by the citizens of McLean county, and attend to such other business as the Board shall direct.

The Chair appointed the following gentlemen upon the committee—Messrs. Rex, Wright, Moulton and Wilkins.

On motion, Messrs. Edwards, Hovey and Powell, were added to the Committee.

On motion, Dr. Rex was added to the Committee on Officers.

On motion, the Board proceeded to the election of a Treasurer.

On motion, J. E. McClun, Esq., of Bloomington, was unanimously elected.

Messrs. Wilkins and Hovey, on motion, were added to the Building Committee.

On motion, Mr. Bunsen was added to the Committee on Course of Study and Text-Books.

On motion, Mr. Eden was added to the Committee on Officers.

Mr. Rex moved that when this Board adjourned, it adjourn to meet at Bloomington on the 23d of June next.

On motion, Mr. Stuart, of Springfield, was selected as the Attorney to advise with the Executive Committee in the preparation of the necessary papers, etc.

On motion, the Executive Committee were authorized to contract for brick and sand and other materials, as they may deem necessary for the construction of the building.

On motion, Messrs. Rex and Hovey were appointed a Committee to visit the various Normal and High Schools of the east, and report to the Board upon the subject of buildings, internal arrangements, etc.

On motion, the Secretary was authorized to procure a seal and record book for the use of this Board.

On motion, the Board adjourned.

N. W. EDWARDS, *President*.

W. H. POWELL, *Secretary*.

BLOOMINGTON, ILLINOIS, *June 23, 1857.*

The Board met pursuant to adjournment, at the city of Bloomington, on the 23d of June, 1857, and was called to order by the President, Hon. N. W. Edwards.

On motion, the minutes of the last meeting were read by the Secretary, and adopted.

The reports of Committees being called for, the Chairmen of the Standing Committees asked for further time to report, which was granted.

Dr. Rex, Chairman of the Executive Committee, made the following report, which,

On motion, was concurred in:

The Executive Committee met at Bloomington on May 15, and would respectfully report, that they have endeavored to discharge the responsible duties assigned to them, and have secured, by a guarantee, the McLean county subscription, according to a bond drawn by A. Lincoln, Esq., of Springfield, who acted as Counsel for the Committee.

In regard to the individual subscription, they adopted the following resolution:

Resolved, That John E. McClun, Esq., Treasurer of the Board, be instructed to carefully examine the list of individual subscriptions for the location of the Normal University near Bloomington.

ton, and take notes for all money subscriptions, and in all cases which he shall deem necessary, take such additional security as he shall consider sufficient to insure the payment of the sums, and that he report on the subject to the Board at their meeting June 23d.

They would also report, that the titles and deeds for the lands will be perfected and made out as soon as they may be wanted.

Messrs. Powell and Wilkins were appointed a sub-committee to examine materials and contract for brick and stone, if they deem necessary.

All of which is respectfully submitted.

GEO. P. REX, *Chairman*.

BLOOMINGTON, Aug. 18, 1857.

The Board of Education met according to adjournment.

Present, N. W. Edwards, President, Messrs. Wells, Moulton, Hovey, Denio, Bunsen, Eden, Wright, Shannon, Wilkins and Gillespie.

The Secretary being absent, D. Wilkins was chosen Secretary, *pro tem*.

On motion, Mr. Moulton, Chairman of the Committee on Building, made a report as follows :

The Building Committee of the State Board of Education met in Bloomington, July 14th, 1857, according to previous arrangement. Present, Messrs. Moulton, Denio, Hovey and Wilkins.

The meeting was called to order by S. W. Moulton, Esq., Chairman of the Committee, and D. Wilkins was appointed Secretary.

Mr. Denio moved that the plan of a building presented by Mr. Randall, Architect, of Chicago, be adopted. The motion prevailed.

The following resolutions were concurred in :

Resolved, That the architect proceed to make out the specifications for the Normal University building, but these specifications shall not be considered as adopted by this Committee till they have been approved by Mr. Denio.

Resolved, That the plans and specifications for the Normal University building be placed at Alton, Springfield, Bloomington, Peoria, Chicago and Galena, and that the builders of the State be invited to submit sealed proposals for the erection of the building; said proposals to be in the hands of the Committee on or before the 17th day of August next. Proposals must be sent to Daniel Wilkins, Secretary of the Committee, at Bloomington, Illinois.

Resolved, That C. B. Denio, after he shall have approved the specifications, shall cause copies of said specifications and so much of the plan of the building as may be sufficient to enable builders to make estimates therefor, to be sent to some suitable person and place at the points named in the above resolution, and that notice of said specifications be published in as many papers at said points as will publish the same gratuitously.

Resolved, That the Committee reserve to themselves the right to accept any proposal, whether the lowest or not, or reject all the proposals.

Adjourned until 2 o'clock, P. M.

Committee met at 2 o'clock, P. M., and adopted the following resolutions :

Resolved, That the first session of the Normal University commence on the first Monday of October next, and that C. E. Hovey, the Principal, be instructed to issue a circular fixing the standard of qualifications required of all applicants for admission into the Institution, and that the circular contain such other information as in his discretion he may think proper.

Resolved, That the Principal, together with Mr. Wilkins, be instructed to procure and fit up temporary rooms for the accommodation of the school, till such time as the University building is ready for use.

Resolved, That Hon. S. W. Moulton be requested to deliver an address on the occasion of laying the corner-stone of the University.

On motion, adjourned to meet on Tuesday, the 18th of August next.

S. W. MOULTON, *Chairman*.

On motion, the Building Committee then proceeded to open the sealed bids containing the proposals for the erection of the Normal University building, as follows :

1. W. H. Reynolds.....	\$107,826 00
2. Mortimer & Loburg.....	81,000 00
3. T. H. Soper.....	80,000 00
4. F. Hand.....	95,600 00
5. S. Maynard & Co.....	84,250 00
6. A. B. Shaffer.....	99,500 00
7. S. D. Rounds.....	110,056 73
8. B. & C. D. Weeks.....	89,445 00
9. Thomas Scott & Co.....	92,500 00
10. C. B. Denio.....	100,000 00
11. Hays & Evans.....	105,000 00
12. Boggs & Smith.....	91,325 00
13. Francis Nourse.....	114,000 00
14. I. I. Hunter.....	115,346 00
15. F. H. Lapse.....	97,882 00

On motion, the following resolutions were adopted :

Resolved, That S. W. Moulton and C. B. Denio be authorized to enter into a written agreement either with T. H. Soper or Mortimer & Loberg, closing a contract for the building of the State Normal University at Bloomington, Illinois, giving them the option to accept on behalf of the Board the bid of either of said parties, for the construction of said University buildings, upon such terms, as to payments, as said Committee may agree upon with either of said parties.

Resolved, That the Treasurer of the Board of Education, with the consent and direction of the Committee on Building, be authorized and required to provide any necessary funds that may be needed to pay for the work on the Normal University as the same progresses.

Resolved, That the paper in the State which publish the notice inviting builders to compete for the erection of the Normal University building, be paid for the same out of the first moneys coming into the hands of the Board.

BLOOMINGTON, *Dec. 23, 1857.*

Mr. Moulton, Chairman of the Building Committee, made the following report, which was accepted, and the contract made by the Building Committee with Messrs. Soper, Mortimer & Loberg duly confirmed:

The undersigned Committee, appointed to make a contract for the building of the Normal University, report: that on the 19th day of August, A. D. 1857, they contracted the annexed contract with Messrs. Mortimer & Loberg and T. H. Soper, of the city of Chicago, Ill.

(Signed)

S. W. MOULTON,
C. B. DENIO,

Committee.

Dec. 23, 1857.

CONTRACT.

This agreement, made and entered into this 19th day of August, A. D. 1857, by and between Mortimer & Loberg and T. H. Soper, of the first part, and the Board of Education of the State of Illinois, of the second part, Witnesseth as follows, to wit: That the party of the first part agrees to erect, build and construct the Normal University building, to be located near Bloomington, Illinois, and to furnish all material for the same, and that said building is to be completed on or before the 1st day of September, A. D. 1858, according to plans and specifications made for the same by G. P. Randall, Architect, which plans and specifications are signed by the said Randall, and dated Chicago, July 6th, A. D. 1857, and subject to the following conditions: That all the work shall be executed in the best and most workman-like manner, and agreeably to such directions as shall be given from time to time by the said Architect or his Clerk of the works, or by such other person as may be employed by the party of the second part to superintend these works; and said work shall be executed to the full and entire satisfaction of the said Architect, or Clerk, or Superintendent, without reference thereon to any other person.

That, should the party of the second part, or their Architect, deem it proper or necessary in the execution of the work, to make any alterations which shall increase or diminish the expense, or otherwise however, such alterations shall not vitiate or annul the contract hereby entered into, but the value of the work so added or omitted shall be agreed upon by the parties to this contract, and added to or deducted from the sums hereinafter mentioned, as the case may be. If the said parties cannot agree as to the amount to be so added or deducted, the same shall be referred to three competent and disinterested builders, whose decision in the case shall be final.

It is furthermore understood and agreed, that no alterations or changes from the plans and specifications are to be made, except by the consent or direction in writing of the party of the second part, through the Architect or Clerk of the works.

The party of the first part further covenants and agrees to and with the party of the second part, that in the execution of the several works to be performed, no improper material shall be used, but that all the materials of every kind shall fully answer the requirements of the specifications, or, if not particularly specified, shall be suitable for the place where used, and shall be subject to the approbation of the Architect or his Clerk of the works, before being put into the building; and furthermore, it shall be the Architect's right and duty to reject any of the said materials which he shall think unfit for the work; and he may, if he thinks proper, order the same to be removed from the premises, and if said order is not immediately complied with, he may remove the same at the contractor's expense.

The whole of the work shall be carried on regularly, so as to give the necessary time for each part to settle and harden. In case the Architect shall think this is not sufficiently attended to, he may order more men to be employed on the works; and if he shall think the work proceeding unnecessarily too fast, he may direct a less number of men to be employed.

Should the weather be unusually wet, or so cold and frosty that the work cannot be done in a proper manner, or with a due regard to durability and strength, then the Architect may order the work to be suspended altogether until a more suitable season; in which case, the contractor is to cover and otherwise protect the several parts of the works, so that they shall not be injured by the weather.

No part of the said work shall be sub-contracted without the written consent of the party of the second part, or their Architect. And it is hereby furthermore provided and agreed, that should any circumstances arise to prevent the contractors from proceeding with the work agreeably to the terms and conditions of this contract, that the party of the second part may then, in such case, with the approbation and consent of the Architect, have power to take the work out of the contractors' hands, employ other workmen to complete the several unfinished works, and deduct the expense from any money that may be due and owing to said contractors on account of the work.

In consideration of the faithful performance by the party of the first part of the agreement hereinbefore stated, and according to the several conditions thereto annexed, the party of the second part agrees to pay the party of the first part, on the certificate of the Architect, as follows, to wit: For the entire completion of said contract the sum of eighty-three thousand dollars—payments of eighty-five per cent. upon the work done by Mortimer & Loberg, including masonry, brick-work, dressing, plastering, excavations, and all that pertains to masonry, as estimated by the Architect of the party of the second part, to be paid monthly to Mortimer & Loberg, as the work progresses, and for the whole of that part of the work Mortimer & Loberg are to have the sum of forty thousand dollars as their part of the \$83,000—and eighty-five per cent. upon the balance of the contract upon the estimate of the Architect of the party of the second part, as the same progresses, is to be paid monthly to T. H. Soper, in all, the sum of forty-three thousand dollars. And the fifteen per cent. is to be paid upon the certificate of the said Architect that the said contract is completed according to the specifications hereinbefore mentioned and made a part of the contract. The iron, copper, and pillars are to be furnished by T. H. Soper, and are not to be considered as a part of the masonry.

Witness our hands this 19th day of August, 1857.

The Board of Education of the State of Illinois, by
S. W. MOULTON,
C. B. DENIO, their Agents.

MORTIMER & LOBERG,
T. H. SOPER.

For divers good and valuable considerations by them received, they for themselves, heirs, executors, administrators and assigns, do hereby jointly and severally guarantee the faithful performance of all and singular the covenants, conditions and agreements of the within contract on the part of the party of the first part, according to the tenor and effect, true intent and meaning thereof.

Given under our hands and seals, this day of , A. D. 1857.

JAMES WADSWORTH, [Seal.]
JA'S STUL, [Seal.]
DAN'L M. ILROY. [Seal.]

James Wadsworth, Ja's Stul, and Dan'l M. Ilroy sign as security for Thomas H. Soper, and not further.

HORACE M. SINGER, [Seal.]
MANUEL TALCOTT. [Seal.]

H. M. Singer and Manuel Talcott sign as security for the performance of the mason work by the within named Mortimer & Loberg, but not further.

A resolution prevailed that the Treasurer give notice to the guarantors that in thirty days they will be called upon to pay the \$14,000 due last August, and so continue the like notices every thirty days until the payments are made, as stipulated in the guarantee.

COUNTY SUBSCRIPTION.

STATE OF ILLINOIS, }
McLean County. } ss.

At a special term of the County Court, begun and held in and for the county of McLean and State of Illinois, at the Court House, in Bloomington, on Monday the 30th day of March, 1857. Present, Hon. A. J. MERRIMAN, County Judge; MILTON SMITH and HIRAM BUCK, Associates, County Justices of the Peace; J. H. MOORE, Sheriff; E. H. ROOD, Clerk.

Amongst the business of said Court the following Order was made by said Court, on the second day of said Term, to-wit: on Tuesday, the 31st day of March, 1857, to-wit:

IN THE MATTER OF APPROPRIATION FOR }
 NORMAL SCHOOL UNIVERSITY. }

WHEREAS, By acts of Congress, approved March 2, 1849, and September 28, 1850, and the various other acts amendatory thereto, the swamp and overflowed lands belonging to the Government of the United States were granted to the several States in which they were respectively situated, under certain restrictions therein imposed; or in lieu thereof, the proceeds arising from the sale of the same; and, whereas, by a further act of Congress, approved March 3, 1857, said swamp and overflowed lands, selected under the acts aforesaid, so far as the same remain vacant and unappropriated, are confirmed to the several States in which they are situated; and whereas the Legislature of the State of Illinois have surrendered said lands or the proceeds arising from their sale to the counties respectively in which they are situated, to be applied under the direction of the County Courts, or Supervisors' Courts, to educational or such other objects as they may deem proper; and, whereas, also, in pursuance of an act of the General Assembly of said State, a State Normal University, endowed by a grant of the interest arising from the College and Seminary Funds, is about to be located at some suitable point, that may offer inducements thereto—therefore,

Ordered, That we, the County Court of McLean County, do hereby appropriate fifty thousand dollars of the first moneys received by this county, under or by operation of the various acts above referred to, in aid of said University.

Said appropriation to be made upon the following restrictions only:

First. That the whole of said fund thus appropriated by said Court be expended in erecting the necessary building or buildings for said Normal University, and to be paid over only as needed for the object before specified, to the Board of Education of the State of Illinois, by orders signed by A. J. Merriman, or such other person or persons as this Court may hereafter designate.

Second. That said Normal University be located within the limits of the county of McLean.

And at a Special Term of said County Court, begun and held as aforesaid, on the first day of May, 1857, the following Order was made by said Court and entered upon the records thereof, to-wit:

IN THE MATTER OF AN APPROPRIATION FOR }
 NORMAL SCHOOL UNIVERSITY. }

WHEREAS, many citizens of the county having made application to the Court for a further appropriation out of the Swamp Land Fund, for the purpose of aiding and erecting suitable buildings for said Normal University; therefore,

Ordered, That we, the County Court of McLean County, do hereby appropriate twenty thousand dollars out of the first moneys received by this county from said Swamp Land Fund, in aid of said University. Said appropriation to be made upon the following restrictions only.

First. That the whole of said fund thus appropriated by said Court be expended in erecting the necessary building or buildings for said "Normal University," and to be paid over only as needed for the object before specified, to the "Board of Education of the State of Illinois," by orders signed by A. J. Merriman, or such other person or persons as this Court may hereafter designate.

Second. That said Normal University be located within the limits of the County of McLean.

STATE OF ILLINOIS, }
McLean County. }

I, William C. Hobbs, Clerk of the County Court of said County, in the State aforesaid, do hereby certify that the foregoing is a true and correct copy of two orders made by the County

Court of the County aforesaid, appropriating fifty thousand dollars, and twenty thousand dollars, for the building of the State Normal University of the State of Illinois, and entered upon the records of said Court, the first on the thirty-first day of March, 1857, and the second on the first day of May, 1857.

In testimony whereof, I have hereunto subscribed my name and affixed the seal of said County
[SEAL.] Court, at Bloomington, this 24th day of February, A. D. 1858.

W. C. HOBBS, *Clerk.*

PROCEEDINGS OF EXECUTIVE COMMITTEE OF STATE BOARD OF EDUCATION.

The Executive Committee of the State Board of Education of Illinois met in Bloomington, May 15, 1857. Messrs. Rex, Hovey, Wright, Powell and Wilkins, present.

The meeting being called to order by the Chairman, Dr. Rex, D. Wilkins was appointed Secretary.

The Committee then proceeded to investigate the subscription raised by the citizens of Bloomington, and the appropriation made by McLean County Court, for the erection of buildings for the Normal University.

After various remarks by members of the Committee and others, adjourned to 2 o'clock, P. M.

Two o'clock—P. M.

The meeting being called to order, the following resolution was adopted:

Resolved, That we require of the citizens of Bloomington a guarantee on the McLean County subscription, that the sum of fourteen thousand dollars be paid on the first day of August next, and the further sum of fourteen thousand dollars on the first day of November next, and the further sum of fourteen thousand dollars on the first day of February next, and the further sum of fourteen thousand dollars on the first day of May next, and the remaining sum of fourteen thousand dollars on the first day of August, 1858, if called for by the Board, to enable them to erect the building of the Normal University:

Provided, That the Treasurer of the Board of Education shall give thirty days' notice, by publication in the Bloomington Pantagraph, that the sums aforesaid will be called for at the time they become due.

The following resolutions were then read and adopted:

Resolved, By the Executive Committee of the Board of Education of the State of Illinois, that John E. McClun, their Treasurer, be instructed to carefully examine the list of individual subscriptions for the location of the Normal University near Bloomington, and take notes for all money subscriptions, and in all cases which he shall deem necessary take such additional security as he shall consider sufficient to insure the payment of the sums; and that he report on the subject to the Board at their meeting on the 23d of June, 1857.

Resolved, That there be a Committee of two appointed to contract for brick, sand, lime, stone, &c., for the construction of the Normal University building.

The Chair appointed Messrs. Powell and Wilkins said Committee.
Adjourned.

G. B. REX, *Chairman.*

D. WILKINS, *Secretary.*

GUARANTY.

WHEREAS, on the 15th day of May, 1857, the Executive Committee of the Board of Education of the State of Illinois passed a resolution in the words and figures following, to-wit:

Resolved, That we require of the citizens of Bloomington a guarantee that the sum of fourteen thousand dollars be paid on the first day of August next, and the further sum of fourteen thousand dollars on the first day of November next, and the further sum of fourteen thousand dollars on the first day of February next, and the further sum of fourteen thousand dollars on the first day of May next, and the remaining sum of fourteen thousand dollars on the first day of August, 1858, if called for by the Board, to enable them to erect the building of the Normal University, on the McLean County subscription."

Now, therefore, we, the undersigned, in consideration that the said McLean County subscription be accepted by said Board of Education, and the said Normal University be located at the place and in accordance with the conditions indicated in and by said McLean County subscription, do hereby guaranty, each, to the extent of the sum set opposite his name, and no further, the payment to said Board of Education the several sums specified in said resolution, and to be made at the times therein required. And in case of any actual default, we are to share with each other, *pro rata*, according to the several sums set opposite our names.

May 15, 1857.

K. H. Fell.....	\$5,000	James Bronson.....	500
Jesse W. Fell.....	5,000	Edward D. Benjamin	1,000
J. E. McClun.....	5,000	E. W. Bakewell.....	5,000
A. B. Shaffer.....	5,000	Dr. H. Shroder.....	1,000
A. Gridley.....	5,000	H. H. Painter	3,000
George Bruener.....	1,000	H. J. Eager.....	5,000
R. R. Landon.....	5,000	Z. Lawrence.....	2,000
R. Leach.....	500	John Magoun.....	5,000
W. McCullough.....	3,000	Leonard Swett.....	3,000
H. Rounds.....	5,000	James Grover.....	3,000
George Park.....	5,000	A. W. Moore.....	3,000
J. H. Moore.....	3,000	O. Ellsworth.....	1,000
A. J. Merriman.....	1,000	L. Bunn.....	1,000
John Dawson.....	1,000	Z. S. Hoover.....	3,000
Wm. R. Chew.....	500	S. E. Kenyon & Son.....	1,000
A. W. Rogers.....	2,000	David Brier.....	5,000
E. R. Roe.....	500	A. Johnstone.....	500
R. T. Stockton.....	500	R. Thompson & Co.....	1,000
J. C. Walker.....	2,000	S. G. Fleming.....	1,000
J. H. Robinson.....	1,000	C. W. Lander.....	500
Wm. F. Flagg.....	5,000	John Rouse.....	2,000
Overman & Mann	1,000	S. S. Adolph.	1,000
Wm. E. Foote.....	1,000	J. C. Slening.....	1,000
D. D. Haggard.....	500	E. H. Rood	1,000
Denton Young.....	3,000	John J. Price.....	5,000
W. W. Lusk.....	3,000	Joseph Ludington.....	1,000
C. Baker.....	3,000	O. Rugg.....	1,000
Joseph Payne.....	5,000	N. B. Heafer.....	2,000
M. Pike	1,000	Keays & Brother.....	500
S. B. Hance.....	5,000	S. Gallagher.....	1,000
C. W. Holder.....	2,000	Birch & Brothers.....	1,000
S. P. Morehouse	1,000	Elihu Rogers.....	2,000
N. Dixon.....	1,000	E. M. Philips.....	1,000
Charles Roadnight.....	5,000	J. F. Humphreys.....	1,000
Franklin Price.....	3,000	C. Wakefield.....	1,000
Wm. W. Orme.....	5,000	W. Wyatt	5,000
W. W. Lusk & Company.....	5,000	A. J. Warner.....	5,000
Wm. T. Major.....	5,000	J. N. Ward	5,000
D. L. Crist.....	2,000	E. Hartry.....	5,000
Theron Pardee.....	5,000	James L. Rice.....	1,000
George W. Stipp.....	5,000	W. P. Withers.....	1,000
W. H. Temple.....	3,000	Jesse Adams.....	1,000
James Niccolls.....	\$3,000		

INDIVIDUAL SUBSCRIPTIONS.

We, the undersigned, hereby severally agree to pay C. B. Denio, Simeon Wright, Daniel Wilkins, C. E. Hovey, G. B. Rex, Samuel W. Moulton, John Gillespie, George Bunsen, Wesley Sloan, Ninian W. Edwards, John Eden, Flavel Mosely, Wm. H. Wells, Albert R. Shannon and W. H. Powell, "The Board of Education of the State of Illinois," or their successors in office, the amounts set opposite our names respectively, and in the manner thereto designated, in aid of a fund, to be expended under the direction of said Board, in erecting the necessary buildings and improving the site of the "Normal University," for the State of Illinois, as provided for by an act of the General Assembly of said State, approved February 18, 1857; said subscriptions, however, to be payable *only* on conditions that said Normal University is located in McLean county, of said State, and at some point not exceeding one mile from the corporate limits of the city of Bloomington.

April 7, 1857.

NAMES OF SUBSCRIBERS, AMOUNTS, CONDITIONS AND YEARS OF PAYMENTS.

Jesse W. Fell, \$500, payable in 6 and 12 months after location is made; also, ten acres for a site, to be selected anywhere, valued at \$2000.
 C. W. Holder, \$200, payable in 6 and 12 months.
 S. D. Rounds, \$300, " " "
 Wm. W. Orme, \$100, payable in 6 and 12 months.
 R. O. Warriner, \$100, " " " after the building commences.
 A. B. Shaffer, \$600, payable in 6 and 12 months.
 Park & Brother, \$100, " " "
 R. R. Landon, \$100, " " "
 Robert Leach, \$100, " " "
 George Dietrich, \$50, " " "
 Leonard Swett, \$100, " " "
 W. Thomas, \$100, " " "
 A. & O. Barnard, \$100, " " "
 J. E. McClun, \$500, in real estate at cash prices.
 Isaac Mitchell, \$50, payable in 6 and 12 months.
 Wm. E. Foote, \$100, " " "
 James P. Keen, \$100, " " "
 S. B. Hance, \$100, " " "
 Hance & Taylor, \$100, " " "
 Corydon Weed, \$100, " " "
 John P. Smith, \$50, " " "
 R. T. Stockton, \$50, " " "
 O. Ellsworth, \$100, payable in 6 and 12 months.
 Lewis Bunn, \$100, in 8 and 12 months.
 Thorp, Smith & Co., \$100, in 6 and 12 months.
 John Magoun, \$100, in 6 and 12 months.
 C. P. Merriman, \$50, in 6 and 12 months.
 F. K. Phoenix, \$100, in one and two years.
 F. Price, \$100, " " "
 E. Thomas, \$200, " " "
 Denton Young, \$100, " " "
 W. W. Taylor, \$200, " " "
 H. P. Taylor, \$150, " " "
 K. H. Fell, \$100, payable in good notes, to be made payable in one and two years from the first of June next, provided the said Institution is located within two miles of the corporate limits of the city of Bloomington.
 Jesse W. Fell, \$500, payable by the conveyance of 100 acres of my land, of average value, in range 4 W. of Jackson county, Illinois, on completion of building.

We, the undersigned, hereby severally agree to pay C. B. Denio, Simeon Wright, Daniel Wilkins, C. E. Hovey, G. B. Rex, Samuel W. Moulton, John Gillespie, George Bunsen, Wesley Sloan, Ninian W. Edwards, John Eden, Flavel Mosely, William H. Wells, Albert R. Shannon and W. H. Powell, "The Board of Education of the State of Illinois," or their successors in office, the amounts set opposite our names respectively, and in the manner thereto designated, in aid of a fund, to be expended under the direction of said Board of Education, in erecting the necessary buildings, and improving the site of the "Normal University" for the State of Illinois, as provided for by an act of the General Assembly of said State, approved February 18, 1857; said subscriptions, however, to be payable *only* on condition that said Normal University is located in McLean county, of said State, and at some point not exceeding three miles from the corporate limits of the city of Bloomington.

April 7, 1857.

NAMES OF SUBSCRIBERS, AMOUNTS, CONDITIONS AND TERMS OF PAYMENTS.

Dietrich & Bradner, \$200, one-half payable in nine months and balance in eighteen.
 Poston & Didlake, \$100, " " " "
 S. P. Morehouse, \$100, " six " in twelve months.
 D. L. Crist, \$100, within one mile of Bloomington, one-half in six months, balance in twelve months, and \$100 more if located within 1-2 mile of Junction.
 A. C. Washburn, \$50.
 Harwood & Rugg, \$200, one-half payable in nine months, and balance in fifteen, if located 1-2 mile from Junction.
 John Denman, \$100, on condition that said school is located within 1 1-2 miles of this place.
 E. K. Crothers, \$50, half in nine months and half in one year.
 R. E. Woodson, \$50, half in six months and half in one year.
 Thomas Carlile, \$200, one-half 6 months, one-half twelve months, if located within *one mile* of the corporate limits.

Cord. Weed.....	\$500		
Samuel Watson.....	200	in one and two years.	
O'Donald & Warner.....	300	" "	
C. W. Lander	50		
E. Barber & Co.....	50		
B. B. Harris.....	25		
A. Steel.....	25		
E. Martin.....	100	in one and two years.	
T. J. Karr.....	25		
C. Wakefield.....	50	in one and two years.	
Smith & Graham.....	50	" "	
Samuel Colvin.....	25		
John McMillen.....	25	in one and two years.	
A. J. Nason.....	25	" "	
J. Brunson.....	25	" "	
A. Sutton.....	25	" "	
J. W. Lichtenthaler.....	25	" "	
J. B. Crouch.....	25	" "	
R. Thompson	25	" "	
J. W. Moore.....	50	" "	
Orin Small.....	100	in one and two years.	
James Grover.....	100	four yearly payments.	
E. M. Phillips	100	" "	

We, the undersigned, hereby severally agree to pay C. B. Denio, Simeon Wright, Daniel Wilkins, C. E. Hovey, G. B. Rex, Samuel W. Moulton, John Gillespie, George Bunsen, Wesley Sloan, Ninian W. Edwards, John Eden, Flavel Mosely, Wm. H. Wells, Albert R. Shannon and W. H. Powell, "The Board of Education of the State of Illinois," or their successors in office, the amounts set opposite our names respectively, and in the manner thereto described, in aid of a fund, to be expended under the direction of said Board, in erecting the necessary building or buildings, improving the site of the Normal University of the State of Illinois, as provided for by an act of the General Assembly of said State, approved February 18, 1857; said subscriptions, however, to be payable *only* on condition that said Normal University is located in McLean county, of said State, and at some point not exceeding three-fourths (3-4) of a mile from the intersection of the "Illinois Central" and the "Chicago, Alton and St. Louis" railroads.

April 20, 1857.

Jesse W. Fell, \$2,000, (including a subscription of \$500 already made,) payable in 1, 2, 3, 4 and 5 years: *Provided*, not less than \$10,000 more can be had to this subscription, and not less than 80 acres of land; the first \$500 to be expended in making a good side or foot walk to the Junction from University.

Swett & Orme, \$1,500, (including a subscription of \$200 already made,) payable in 1 and 2 years: *Provided*, not less than \$10,000 more can be had to this subscription, and not less than 80 acres of land.

C. W. Holder, \$1,000, (including a subscription of \$200 already made,) payable in 1 and 2 years: *Provided*, not less than \$10,000 more can be had to this subscription, and not less than 80 acres of land.

F. K. Phoenix, \$1,500 (including a subscription of \$100 already made,) payable one-half in nursery stock or ornamental planting on said site, and the balance in 1 and 2 years.

R. R. Landon, \$1,000, (including a subscription of \$100 already made,) payable in 1 and 2 years.

F. Price, \$300, (including a subscription of \$100 already made,) payable in 1 and 2 years.

Robert Ulrich, \$300, payable in 1 and 2 years.

William Dooley, \$500, payable in 1 and 2 years.

A. Gridley & Co., \$1,150, dischargable by a conveyance of 11 50-100 acres of land, situated in North Bloomington, and in tracts adjoining on the north.

John Magoun, \$700, (including subscription of \$100 already made,) payable in 1 and 2 years.

William Hill, \$400, payable in 1 and 2 years.

- O. M. Colman, \$1,000, payable in 1 and 2 years, or dischargable by the conveyance, within 1 year, of 10 acres of land in North Bloomington.
- Joshua R. Fell, \$500, payable in 1 and 2 years, or dischargable by the conveyance, within 1 year, of 5 acres of land off the S. end of my home farm, E. of the R. R., at my option.
- O. T. Reeves, jr., \$500, payable in 1 and 2 years.
- Elihu Rogers, \$500, payable in 1 and 2 years.
- William E. Foot, \$200 including \$100 already subscribed, payable in 1 and 2 years.
- Robert A. Dalzell, \$250, payable in 1 and 2 years.
- Tho's Junk, \$500, payable in 1 and 2 years, or dischargable by the conveyance, within 1 year, of 5 acres of land in the N. W. corner of my farm, at my option.
- Novel Dixsen, \$200, payable in 1 and 2 years: *Provided*, I succeed in getting a good title to the N. E. qr. Sec. 22. T. 24 N., R. 2 E.
- W. W. Taylor, \$600, payable in 1 and 2 years, including a subscription already made of \$200.
- R. P. Taylor, \$500, payable in 1 and 2 years, including a subscription already made of \$150.
- J. S. Walker, \$200, payable in 1 and 2 years, if located on the Arney property.
- Overman & Mann, \$1,200, payable in 1, 2 and 3 years, one-half in nursery stock, hedging and ornamental planting, 1st and 2d years; and balance cash, 2d and 3d years.
- S. R. Case, \$200, payable in 1 and 2 years in cash, or dischargable within 1 year by the conveyance of 2 acres of ground in North Bloomington, and adjoining on the north, at my option.
- K. H. Fell, \$500, payable in notes to be due in 3 years from the first of June next.
- John Rouse, \$200, payable in 1 and 2 years from the first of June next.
- W. H. Allin, \$1,100, payable on the completion of the building, by the conveyance of the following lots: lot 7, block 1; L. 5, B. 2; L. 13, B. 13; L's 14, 15, B. 23, and L. 9, B. 24, all of Western Ad. to Bloomington.
- William T. Major, \$600, payable on the completion of the building, by a conveyance of lot No. one (1), S. 16, T. 25, 2 E., containing 40 acres.
- George P. Howell, \$150, payable in 1, 2 and 3 years, equal installments.
- Jesse W. Fell, \$7,000, payable on the completion of the University building, by the conveyance of 1,450 acres of my Jackson county lands, situated in towns 8 and 9 south, ranges 4 and 5 west of the 3d P. M., and to be of average value with my other lands in said townships, to be selected by disinterested persons.

BONDS.

Know all men by these presents, That we, Joseph Payne and Meshack Pike, of the county of McLean and State of Illinois, are held and firmly bound to the Board of Education of the State of Illinois, in the sum of forty-four thousand dollars, lawful money of the United States, to be paid to the said Board of Education of the State of Illinois, to which payment well and truly to be made, we bind ourselves, our heirs, executors and administrators, and every of them, firmly by these presents. Sealed with our seals, this the first day of June, A. D. 1857.

The condition of the above obligation is such that, whereas, the said Joseph Payne and Meshack Pike have heretofore, to-wit: on the thirtieth day of April, A. D. 1857, donated to the said Board of Education of the State of Illinois, all the land in the southeast quarter of the northwest quarter of section twenty-eight, town twenty-four north, range two east, which lies west of the State road, which is an extension of Main street of Bloomington north, containing twenty-one and a half acres: also, the following described tract, commencing at a point twenty rods east of the above named State road, on the south line of the above described forty acre lot, running thence south parallel with said State road about one hundred and forty-seven rods to the north side of the St. Louis, Alton and Chicago Railroad, thence along the north side of said railroad in a northeasterly direction about sixty rods, thence north about one hundred rods, thence west to the east side of said State road, thence south fourteen rods, thence east twenty rods to the place of beginning; said area to contain fifty-six and one-half acres. And should said boundary not contain fifty-six and a half acres, then the said number of acres to be made up from the north and east sides of said tract; said donation being on condition that the Board of Education of the State of Illinois should locate the buildings of the State Normal University on any of the land in said section twenty-eight, township twenty-four north, range two east, donated to the said Board by David Davis, Edwin W. Bakewell and the said Joseph Payne and Meshack Pike; and, whereas, the said Board of Education of the State of Illinois have determined to locate the buildings of the State Normal University upon the lands in said section twenty-eight donated as aforesaid:

Now, if the said Joseph Payne and Meshack Pike, when said Board of Education of the State of Illinois shall have laid the foundation of the buildings of said State Normal University, and shall in good faith have commenced the erection of said builings thereon, shall make, execute and

deliver unto said Board of Education of the State of Illinois a warranty deed of the above described tracts of land, with the condition in said deed that said Normal University shall ever remain on said premises, then this obligation to be void; otherwise to remain in full force and effect.

In presence of
O. T. REEVES, jr. }

JOSEPH PAYNE, [L. s.]
MESHACK PIKE, [L. s.]

Know all men by these presents, That I, Edwin W. Bakewell, of the county of McLean and State of Illinois, am held and firmly bound unto the Board of Education of the State of Illinois, in the sum of sixteen thousand dollars, lawful money of the United States, to be paid to the said Board of Education of the State of Illinois, to which payment well and truly to be made I bind myself, my heirs, executors and administrators, and every of them, firmly by these presents. Sealed with my seal this first day of May, A. D. 1857.

The condition of the above obligation is such that, whereas, the said Edwin W. Bakewell has heretofore, to-wit: on the twenty-fifth day of April, 1857, donated to the said Board of Education of the State of Illinois, forty acres of land off the south side of so much of the north half of the northwest quarter of section twenty-eight, township twenty-four north, in range two east, as lies west of the State road, said forty acres to include said State road, which is an extension of Main street of Bloomington north, on condition, that the said Board of Education of the State of Illinois should locate the buildings of the State Normal University on any of the lands in said section twenty-eight, township twenty-four north, in range two east, donated to said Board by David Davis, Joseph Payne, Meshack Pike, or said Edwin W. Bakewell; and, whereas, the said Board of Education of the State of Illinois have determined to locate the buildings of the State Normal University upon the lands in said section twenty-eight donated as aforesaid:

Now, if the said Edwin W. Bakewell, when said Board of Education of the State of Illinois shall have laid the foundations of the buildings of said State Normal University, and shall in good faith have commenced the erection of the buildings thereon, shall make, execute and deliver unto the said Board of Education of the State of Illinois a warranty deed of forty acres off the south side of the north half of the northwest quarter of section twenty-eight, township twenty-four north, in range two east, as lies west of the State road, said forty acres to include said State road, which is an extension of Main street of Bloomington north, with a condition in said deed that the said Normal University shall remain ever on said premises, then this obligation to be void; otherwise to remain in full force and effect.

E. W. BAKEWELL. [L. s.]

In presence of
O. T. REEVES, jr. }

Know all men by these presents, That I, Jesse W. Fell, of the county of McLean, and State of Illinois, am held and firmly bound unto the Board of Education of the State of Illinois, in the penal sum of fifteen thousand dollars, for which true payment to be made, I do hereby bind myself, my heirs, administrators and executors, firmly by these presents. Witness my hand and seal, this first day of July, A. D. 1857.

The condition of the above obligation is such that, whereas, the above named Jesse W. Fell this day donated to the said Board of Education of the State of Illinois, the following described real estate, lying and being in the county of Jackson, and State of Illinois, to wit: Fourteen hundred and fifty acres of my Jackson county lands, situated in towns eight (8) and nine (9), in ranges four and five west of the 3d principal meridian, and to be of average value with my other lands in said townships, to be selected by disinterested persons: also, one hundred acres, of average value, of my land in range four (4) west, in Jackson county, Illinois.

Said donation being upon condition that the said Board of Education of the State of Illinois shall locate the Normal University of the State of Illinois, as provided for by an act of the General Assembly of said State, approved February 18, 1857, within three-fourths of a mile of the Junction of the Illinois Central and Chicago, Alton and St. Louis railroads, and shall proceed to erect and complete the buildings of said Normal University on the sixty acre tract lying on the east of the Hudson road, and donated to said Board by Pike and Payne.

Now, if the said Board of Education of the State of Illinois shall comply with the above conditions, and when said Board of Education shall have completed the buildings of said Normal University, then the said Jesse W. Fell will execute and deliver to said Board of Education of the State of Illinois a good and sufficient warranty deed for said land, and this bond to be null and void; otherwise, to remain in full force and effect.

JESSE W. FELL. [L. s.]

Know all men by these presents, That I, John E. McClun, of the county of McLean, and State of Illinois, am held and firmly bound unto the Board of Education of the State of Illinois, in the penal sum of one thousand dollars, for which true payment to be made, I do hereby bind myself, my heirs, administrators and executors, firmly by these presents. Witness my hand and seal, this fourth day of December, A. D. 1857.

The condition of the above obligation is such that, whereas, the above named John E. McClun has this day given to the said Board of Education of the State of Illinois, the following described real estate, lying and being in the county of McLean, and State of Illinois, to-wit: Lots five, (5,) six (6) and seven (7), in block one (1), and lots one (1) and two (2), in block six (6), in John E. McClun's south addition to Bloomington. Which said gift to the said Board of Education of the State of Illinois, is upon the express condition that said Board of Education of the State of Illinois shall locate the Normal University of the State of Illinois, provided for by act of the General Assembly of the State of Illinois, of date February 18, 1857, within one mile of the corporate limits of the city of Bloomington, in the said county of McLean, State of Illinois.

Now, if the said Board of Education of the State of Illinois shall locate said Normal University in accordance with the above condition, and when said Board shall have completed the foundation of the main building of said Normal University, and shall have in good faith commenced the erection of the superstructure thereon, then the said John E. McClun will execute and deliver to said Board of Education of the State of Illinois a good and sufficient warranty deed for said land, and this bond to be null and void; otherwise to remain in full force and effect.

J. E. McCLUN. [L. s.]

Know all men by these presents, That I, William T. Major, of the county of McLean, and State of Illinois, am held and firmly bound unto the Board of Education of the State of Illinois, in the penal sum of twelve hundred dollars, for which true payment to be made, I do hereby bind myself, my heirs, administrators and executors, firmly by these presents. Witness my hand and seal, this first day of June, A. D. 1857.

The condition of the above obligation is such that, whereas, the above named William T. Major has this day donated to the said Board of Education of the State of Illinois, the following described real estate, lying and being in the county of McLean, and State of Illinois, to-wit: Lot numbered one, in southeast quarter of section sixteen, town twenty-five north, in range one east, containing forty acres. Said donation being upon condition that the said Board of Education of the State of Illinois shall locate the Normal University of the State of Illinois, as provided for by an act of the General Assembly of said State, approved February 18, 1857, within three-fourths of a mile of the Junction of the "Illinois Central" and the "Chicago, Alton and St. Louis" railroads, and shall proceed to erect and complete the buildings of said Normal University on said location.

Now, if the said Board of Education of the State of Illinois shall comply with the above conditions, and when the said Board of Education shall have completed the buildings of said Normal University, then the said William T. Major will execute and deliver to the said Board of Education of the State of Illinois a sufficient warranty deed for said land, and this bond to be null and void; otherwise to remain in full force and effect.

WILL. T. MAJOR. [L. s.]

BLOOMINGTON, *December 24*, 1858.

The Board met at the city of Bloomington, on the twenty-fourth day of December, 1858, and was called to order by the President. The following members were present:

Messrs. Edwards, Denio, Rex, Bunsen, Gillespie, Wright, Moulton, Wilkins, Mosely, Hovey and Powell.

On motion, it was

Resolved, That the Report of the Board of Education be signed by the members of the Board, and that the Secretary be requested to present the same to the Legislature.

On motion, it was

Resolved, That an order be drawn on the Auditor of State for the sum of \$9,818 93, to be expended in carrying on the Normal School during the coming year.

The President presented the following Report of the Treasurer of the Board, which, on motion of Mr. Moulton, was referred to the Auditing Committee, with instruction to examine the same, and report to the Board.

To the Board of Education of the State of Illinois:

GENTLEMEN—I herewith present you my report of the receipts and expenditures in support of the State Normal University for the year ending July 3, 1858.

BLOOMINGTON, December 23, 1858.

Very respectfully, yours,

J. E. McCLUN.

ABSTRACT OF THE TREASURER'S REPORT.

J. E. McCLUN, *Treasurer of the Board of Education,*

DEBTOR.

To amount of interest on the College and Seminary Funds, received January 2, 1858.....	\$9,754 74
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CREDITOR.

By amount paid to teachers.....	\$5,820 00
By amount paid for books, maps, etc., and incidentals.....	2,000 85
By amount paid for expenses of the Board of Education.....	1,442 58
Whole amount paid up to July 3, 1858.....	\$9,263 43
Balance on hand.....	\$491 81

Mr. Wright presented the following resolution, which was adopted:

Resolved, That the Treasurer of the Board of Education be requested to pay the salaries of the teachers monthly, upon the order of the Principal of the University.

On motion of Mr. Moulton, it was

Resolved, That the Principal of the University be and he is hereby authorized to employ Dr. Roe to lecture on Chemistry and Physiology, at \$12 50 per lecture, not exceeding one per week, till the further ordering of this Board.

The following resolution was adopted:

Resolved, That the Board of Education employ no teacher in this University who is at the same time engaged in any other occupation or employment which will divide his labors or duties.

The Principal of the University having presented his report, the Secretary was directed to publish and present the same to the Legislature.

The Auditing Committee presented the following bills and recommended their allowance:

N. W. Edwards, traveling expenses.....	\$9 50
S. W. Moulton, " ".....	24 00
George Bunsen, " ".....	24 00
George P. Rex, " ".....	24 75
J. J. Gillespie, " ".....	21 50
F. Mosely, " ".....	15 00
S. Wright, " ".....	13 50
W. H. Powell, " ".....	9 00
C. B. Denio, " ".....	32 50
W. E. Foote, " ".....	54 75
J. F. Eberhart, advertising.....	60 00
W. B. Smith & Co., books.....	21 67
E. Rogers.....	41 50
Nason & Hill, printing.....	47 50
J. G. Hovell.....	45 85
P. Harper.....	47 60
Ira Moore, salary.....	400 00
S. Willard, salary.....	400 00
E. C. Hewitt, salary.....	400 00
C. M. Cady, salary,	200 00
E. R. Roe, salary.....	75 00
D. Wilkins, copying minutes.....	12 50
C. E. Hovey, salary and sundry bills.....	1,288 04
D. Wilkins, traveling expenses.....	10 00

The bill of Dr. Warriner, for stationery, being incorrect, was recommended to the Auditing Committee, and Mr. Wilkins authorized to examine the bill and audit it, when found to be correct.

The bill of C. E. Hovey, for traveling expenses, amounting to \$25, was allowed, and ordered to be paid.

The Auditing Committee reported the Treasurer's Report correct, and recommended that so much of the same as related to the educational fund should be adopted; which recommendation was concurred in.

On motion, it was

Resolved, That the suggestions of the Principal, in regard to Diplomas, be adopted by this Board.

The following resolution was adopted:

Resolved, That the regular biennial meetings of the Board be held on Friday before the Fourth day of July, commencing in July, 1859, and every two years thereafter.

The following resolution was unanimously adopted:

Resolved, That Judge McClun receive the thanks of this Board for the able and efficient manner in which he has discharged his duties, and for his uniform gentlemanly and obliging conduct towards all the members of this Board.

On motion, the Committee on a Course of study was discharged.

On motion, the Board adjourned.

N. W. EDWARDS, *President*.

W. H. POWELL, *Secretary*.

PRINCIPAL'S REPORT.

To the Board of Education of the State of Illinois :

GENTLEMEN—In submitting to you an account of the organization of the State Normal University and its progress until now, I shall use all brevity consistent with a plain statement.

You will remember that, after the 'location' question was settled, a Principal was elected and charged with the offices of devising, in connection with the Architect, plans for the University building; of renting and suitably fitting up rooms for temporary use until said edifice should be completed; of determining, with the advice of the Committee on Officers, the admission-qualifications of students; and of fixing the time for beginning the first term of school. Meanwhile associate teachers were to be selected—a matter of no little delicacy, and of overshadowing importance.

The organization of an Institution such as you were expected to establish, varying from any this side of the Alleghanies, and in some respects from any beyond, was a work of sufficient difficulty under favoring auspices; but, unfortunately, the omens threatened. The very existence of the University was little known among the people, and where known its character and objects were vaguely guessed at. Some supposed it to be an aristocratic establishment got up to educate the children of the wealthy or the influential; others proclaimed it an experiment; while a few circulated the absurd rumor that its object was the aggrandizement of individuals. These and other mistakes met the Principal at the very threshold, and largely multiplied obstacles to the successful carrying out of your designs. And what were your designs? Clearly, to establish such an Institution as the Legislature had provided for, "whose objects shall be to qualify teachers for the Common Schools of this State, by imparting instruction in the art of teaching; in the branches of study which pertain to a Common School education; in the elements of the natural sciences, including Agricultural Chemistry, Animal and Vegetable Physiology; in the fundamental laws of the United States and of the State of Illinois in regard to the rights and duties of citizens; and such other studies as the Board of Education may from time to time prescribe."

It is evident, from this statement of the act itself, that a College was not intended, nor an Institution which should materially trench upon its field of labor. Nor was a Normal School, strictly speaking, just the thing, although the rigid system of training in the elements which has been the especial glory of such schools was evidently contemplated. The Legislature meant to create such an Institution as should be fit to stand at the head of the great Common School interest of Illinois; and, as the first step, it meant to relieve the State of the necessity of going

beyond her own borders for carefully trained teachers for her Public Schools of every grade. It meant to furnish a means of keeping alive professional enthusiasm, of suggesting more excellent methods of instruction, and of improving the course of study in the Free Schools. To this last point considerable attention seems to have been given; and studies not usually pursued in Common Schools were nevertheless ordered to be taught to those who should become teachers of Common Schools. It was foreseen that the course of study in the University would eventually be reproduced in a thousand villages and settlements all over the prairies; and that if the Natural Sciences found place in the course here, they would there. "Whatever you would have appear in the life of a people must be put into its schools" is at least half true; but it is even more true that whatever you would have appear in the life of a school must be put into its teacher. As he thinks and acts so will his pupils. But he will think and act and *teach* what he himself knows, and he knows what he has been taught.

The direction which should be given to the teachings in the University is largely determined by the law itself; but their character and extent rests with you. Unfortunately, for the past year a large amount of drill teaching has been required, which ought to have been done elsewhere; and it is quite probable that this state of things may continue for a series of years. We can hardly expect to be released from the actual work of teaching the common branches until, by the reflex influence of the University and other agencies now at work, the standard of elementary knowledge shall be raised in the sources whence come our students. The effect of this state of things must be to prolong the course of study. The course of study the past year has been in theory a *review* of the branches usually taught in the Public Schools, but in practice has amounted to almost an *original* investigation. At first came a drill on the Elementary Sounds of the English language, followed by Reading and a careful examination of the thought and expression of the author. Parallel with this ran the course in Mental and Written Arithmetic; the construction of Maps; Descriptive, Physical and Political Geography; English Grammar; Physiology; Vocal Music; and the Theory and Art of Teaching. Much more is included under some of these heads than is usually comprehended, and the text-books furnished have proved entirely inadequate. These defects have been measurably supplied by Gazetteers and Dictionaries; but still our library of reference books is quite incomplete.

It is perhaps too early in the history of this Institution to attempt to fix the ultimate limits of the course of study. The State is young—her institutions forming, and her wants but partially known. Something, however, may be said, based upon the nature of human development and the seeming necessities of the State. And the first thing is, that there should be no attempted hot-bed culture. It takes twenty years to reach even early manhood, and no process is likely to be discovered to abridge the period. Can the mind violate the first law of its growth and pass from ignorance to knowledge at a bound? It is time that empiricism in this direction should be done away with. Years of *training* is an inexorable condition to a successful course of human de-

velopment; *Secondly*, the subjects of study should be those lying nearest the people, and such as will be of the most service to them.

I have been accustomed, in discussing this subject, to assume a rough classification, which, if not specific, yet serves my purpose. 1st. Language, including all means of communication; 2d. Mathematics, or the science of form and comparison; 3. The Earth, embracing its products and relations.

The former two are tools for the investigation of the latter, and of course are strictly practical and utilitarian. In this fact, not in any hostility to what I have included under the third head, lies the secret of their commanding position among men and systems of study. A man may as well undertake to build a palace without tools as to study the Natural Sciences and Man without Language and Mathematics. His palace in the one case would turn out a rude hut, and his progress in the other such as dwellers in huts make. In other words, without these two great instruments of thought, language and mathematics, civilization could not exist. But while I claim that these two most wonderful inventions must of necessity precede and lead, it by no means follows that the other—the Earth, that about which they are employed, is unimportant, or that it is secondary except in order. One of the finest thinkers in the country has just said that “The Natural Sciences should occupy in the general scheme of common education as prominent a place as the Languages, and for general purposes of culture should precede a knowledge of other tongues.” But he goes on to say, “We must no more expect by a course of education to make all men naturalists than to make all linguists or all mathematicians. One object in making our scheme of common study thorough and comprehensive is, I repeat it, to make men the better specialists; and it would be as great a mistake to underrate the value of the Mathematics, the Languages, History, Logic, or Moral Philosophy, as to underrate the Natural Sciences.”

Any scheme of common education should embrace the first principles of all these, but their study in detail may be left for the work of a life-time. Of course, a microscopic view of any science does not come within the province of Elementary Schools. Such views may be taken by the specialist, but are not suited to general culture. Perhaps I should state more particularly what is intended to be included under the several heads.

LANGUAGE, OR MEANS OF EXPRESSION. *Words*.—These are beyond question the most noble achievement of man, are most cunningly devised, contain the most secrets, are the only reliable history of thought and action, and are a bond of union more potent than compacts or armies. To their study too much attention can hardly be given. The great English tongue bears much the same relation to us that air and water do. In some form we must have it; but whether in its *purity* depends upon the schools. To obtain an accurate knowledge of English *words*, the *letters* and their *powers* must be mastered. “A, B, C, and the powers thereof, are the first lesson;” and in learning that lesson, not only enunciation and pronunciation become prominent, but the first step in elocution, the culture of the voice. By far the most interesting

part of the study of words is their etymology. They contain a world of wisdom, wit and warning, which provoke and reward the student. Without a careful study of the origin and history of words, skill and accuracy in their use can hardly be expected; and without these the teacher is shorn of half his strength. He must submit to the irksome labor of correcting false impressions which he himself has made through ignorance of his "mother tongue." I know of no reason why that same practical analysis and application which Colburn introduced in the study of numbers should not be used in the study of words. Let the student *constantly* apply his knowledge of oral and written language until the correct use of words has become a habit. Let the first error in spoken words be pursued with relentless energy until it is exorcised, and the second likewise, and so on, while the practice in written language should include, besides the use of the right word in the right place, correct spelling, capitalization, paragraphing and manual execution. Practice is the thing demanded. It avails nothing to be able to say that "—— is a common noun, third person, singular number, in the objective case, and governed by of: prepositions govern the objective case." A parrot could do as much. The forms, structure and analysis of words and sentences must be grasped in a fuller sense than is gained by the ordinary study of an English Grammar. The English Classics, out of which grammars are made, must be studied; and if the English tongue is to be intimately known, its father, the Latin, and its mother, the German, may as well be introduced to the acquaintance of the student.

The *musical faculty*, as a source of enjoyment in the family circle, workshop, church, and school-room, and as a means of giving expression to the highest and holiest emotions of the soul, is capable of exerting an important influence upon human character and progress. It exists in different degrees of development, and as many can learn to sing as to read or write, if singing be begun as early and taught as *systematically* as reading or writing. Such is the united experience of those who have *systematically* taught music to the young. I see no reason, therefore, why vocal music should not enter into every elementary course of study, and take its place beside the "essential branches." There are weighty, moral reasons for welcoming it inside the school-room; but peculiar care should be taken in this science to guard against spasmodic efforts and attempts to teach vocal music "in twelve lessons." Nothing but continued and systematic instruction can put this accomplishment into the possession of learners; and experience thus far goes to show that this can without *at all* interfering with progress in other branches.

Drawing is a valuable means of illustration. In some cases it conveys ideas over which words have no control. For instance: who could give us as good an idea of the shape of a horse in an entire book as could be caught by one glance of the eye at the real object or an accurate picture of it? Words can impart no conception of color, and were it not for the limner's art, our knowledge of objects would be largely curtailed. The teacher who can readily daguerreotype upon the *blackboard* whatever may be necessary to explain the subject before his *class* quite often finds his power multiplied by two; and if he can suc-

cessfully impart this art to his pupils he will arm them with the ability to tell what they see or may invent and wish to have seen. How many of us owe all the conception we have of Fawkes's Steam Plow to the wood-cut of it published in *Emery's Prairie Farmer*.

Painting and Sculpture, though means of conveying ideas, hardly come within the range of an elementary course.

MATHEMATICS, OR THE SCIENCE OF FORM AND COMPARISON.—The necessity that all men should know something of numbers has given to Arithmetic a leading place in the Common Schools, and as a result it is generally better taught than any other branch; while Algebra and Geometry, for their supposed power to strengthen the reason, are seldom neglected where they should be taught. It may be questioned whether a disproportionate amount of time is not expended on these subjects, but not whether they are entitled to an honorable place in any course of study for elementary training. In our busy age something more is demanded than the ability to cipher out with pen and paper, in the long way, the questions of daily life. Contractions and cross-cuts should be made so familiar that they will come unbidden on occasion, like the result of five times five. To secure this end, what is termed by way of distinction *mental* Arithmetic, must be studied and practiced till all combinations between 1 and 100, "like so many nimble and airy servitors, shall trip about one at command, and in well-ordered files, as he would wish, fall aptly into their own places." Nor should Arithmetic be dismissed before such combinations with numbers above 100 as the mind unaided can grasp shall have been mastered, and also general principles and their application.

In developing general principles *Algebra* is of unequalled value.

Geometry deals with form and addresses itself to the perceptions, which would seem to indicate its fitness for the earlier stages of education.

Trigonometry is nearly allied to this, and is elementary.

Arithmetic, Algebra and Geometry, form the basis of applied Mathematics, and, when well understood, render a specific education in Surveying, Engineering and Physics an easy matter.

THE EARTH—ITS PRODUCTS AND RELATIONS.—The Earth, though little among the worlds which people space, is a great deal to us—"our birth-place and our grave." Around it clusters all our positive knowledge. Of it can be known its shape, the contour and relief of the land-masses, the boundaries and currents of its waters, something of the movements of the great aerial ocean which surrounds it, the rocks which compose the crust, and its soils, climates and productions, including the noblest of all—*man*.

Geography is the technical name given to the description of the Earth's surface, institutions and people. Of course the Earth cannot all be seen by any one individual, though a life-long traveler, much less by the millions. Some other means besides actual observation must be resorted to to teach its shape as a whole or in parts. This means is the pencil. A picture is made, and from it the learner gets his conception of the Earth's form. To be certain that he has made sure work, it is

only necessary to require that he shall from memory project the parallels and meridians, and, taking certain leading points, reproduce the picture. Nothing can take the place of unaided map-drawing in teaching the shapes of the Earth. Of *description* something more should be attempted than the bald generalities of the popular Geographies of the day, or it may as well be passed by in silence. *Lippincott's Gazetteer* has been found most useful in this department. Guyot and Maury have thrown such a charm and light around the study of Physical Geography as to render a view of the earth from that stand-point no longer questionable or impossible.

Geology teaches the structure of the Earth's crust and speculates on its interior; while *Chemistry* analyzes into their elements the compounds of which the earth is made. *Physics* explains the laws of matter—the philosophy of cause and consequence. *Botany* busies itself about the plants; *Zoology*, the animals; *Astronomy*, the stars; *Anthropology*, the History and Natural History of man; and, lastly, *Theology* leads to the contemplation of the great First Cause.

This cluster of special sciences might be largely increased or somewhat diminished, but the ground to be measured is the same—namely, the Earth, its products and relations.

There is of course a natural order or progression in studies, exceedingly important to be well understood by teachers, and based upon the order in which the powers of a child develop. But this has not been taken into the account here, my object being to suggest what may be learned, and, in part, how, rather than in what order.

LENGTH OF THE COURSE OF STUDY.—The time required to complete a course of elementary training will vary—first, with the extent of the course, and second, with the previous attainments and natural ability of students. Theoretically this matter is easily disposed of, but practically it is beset with many difficulties. If I am right in my view of what is required in a general course of education, such a course as will fit the learner to take an enlarged view of things, or to become eminent as a specialist—for instance, as a teacher—then at least *three years* will be required. But a practical question starts up right at this point. A large number of our students are teachers of one, two or three years' standing already, and have come here to prepare themselves for more extended usefulness. They are mature in years, and too poor to pay their expenses for the three years' course. Shall they be deprived of attending as long as they can because they are not able to take the full course? Certainly not. They are among our best students, and we can as ill afford to spare them as they us. But shall they be allowed to graduate with the honors of the Institution before they have acquired all the knowledge which it proposes to give? If so, then graded diplomas are necessary; for it would be manifestly unjust to place students of lower attainments on the same level with those of higher. I have thought of proposing three grades of official certificates, to be known as A diploma, and B diploma, and C diploma; the C diploma requiring an amount of knowledge equal to two years' study; the B diploma requiring an amount of knowledge equal to three years' study; the A diploma to be granted to all those who have received the B

diploma, and thereafter taught successfully two years; the B diploma to be granted to all those who have received the C diploma, and thereafter taught successfully two years. That is, there shall be two grades of diplomas at graduation, indicating scholarship, and a grade higher diploma shall be given two years later to all those who prove successful teachers. These diplomas to be given by the Board on the recommendation of the Principal and teachers in the University.

PRELIMINARIES.—Late in July, 1857, it was determined to open the school the ensuing autumn. The Principal immediately issued a circular to the County School Commissioners announcing this fact, and calling their attention to the 7th section of the Normal University act, which prescribes the manner of making appointments. The qualifications of candidates for admission to the University were fixed in the circular as follows:

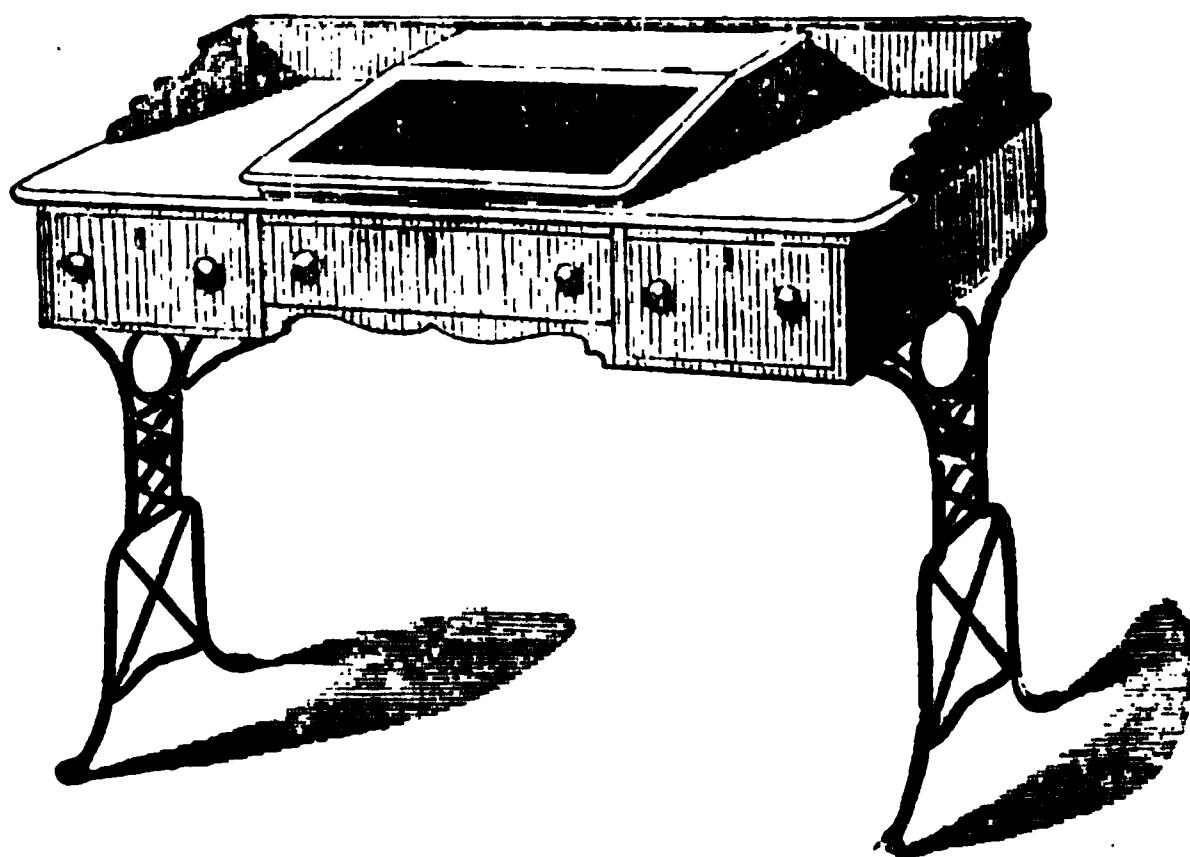
1. To be, if males, not less than 17, and if females, not less than 16 years of age.
2. To produce a certificate of good moral character, signed by some responsible person.
3. To sign a declaration of their intention to devote themselves to school-teaching in this State.
4. To pass a satisfactory examination, before the proper officers, in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.

The brief time intervening between the announcement and the opening of the school, added to the peculiar character and limitations of the Institution, and the difficulty of spreading accurate information at once before the people of so large a State, no less than the history of similar enterprises elsewhere, led to the belief that all the counties would not at once avail themselves of their rights in the school. To meet this state of facts and enable the Institution early to commence the training of a respectable number of teachers for the Public Schools, the Board of Education, using the discretion vested in them, ordered "That in case Counties and Representative Districts fail to send the number of pupils to the University that they may be entitled to by law, then the Principal, with the concurrence of the Committee on Officers, may receive pupils into the University from any part of the State; but no County or District is in any contingency to be deprived of the right to send the number, if they desire it, which they may be entitled to by law."

Consequent upon this order, which was transmitted to the School Commissioners, a number of deserving young men and women have gained admittance to the Institution on the same terms as those holding State scholarships. The wisdom of their admission has been demonstrated during the past year, and will not be called in question by those who stop to reflect upon the facts in the case. The intention of the law is clearly to thoroughly train teachers for the Public Schools. If those localities having a right to send students do not, for any cause, avail themselves of that right, then the ends of the law can only be subserved by receiving students from the State at large. There is good reason to believe, however, that every County will soon be represented

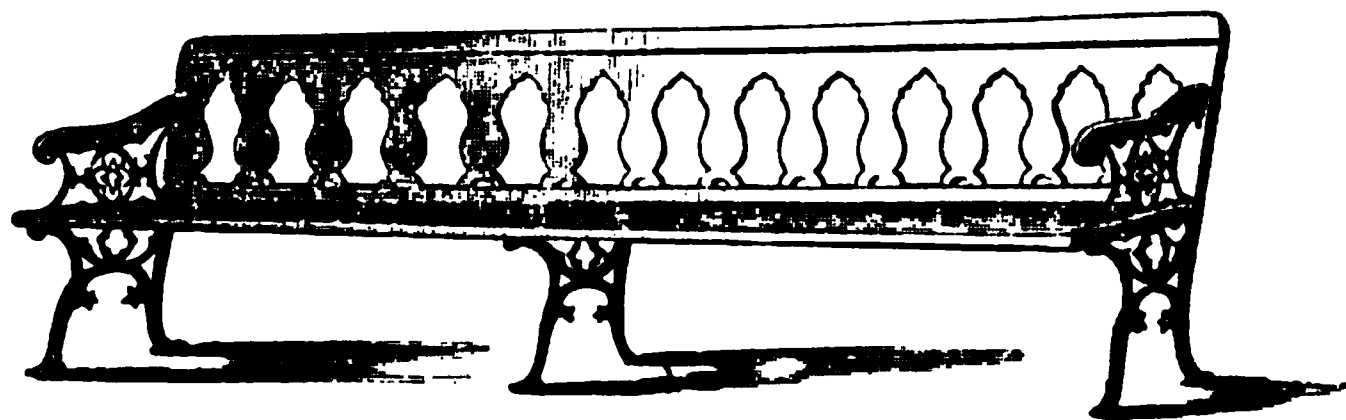
in the School, and that until the completion of the University building the number of students will much exceed our accommodations.

TEMPORARY ROOMS.—Inasmuch as the University building, a description of which may be found in another place, was only contracted for, not erected, at the time of opening the School, it became necessary to obtain accommodations elsewhere. After a careful examination of the



Ross's Teacher's Desk; three drawers and top desk; supported on iron stanchions; pattern D.

rooms in Bloomington offered for rent, Major's Hall was judged to be best suited to answer temporarily the purposes of the University. True, its appearance was anything but inviting; yet it possessed the essential requisites, and by the aid of a few tubs of water, rolls of paper, and cans of paint, became quite sightly and comfortable. Through the generous liberality of the owners of the church property lying contiguous, other essential requisites were supplied.



Ross's Improved New York Public School Settee. Hight of seat 16 inches.

At first the most serious inconvenience arose from the want of proper furniture. Desks and chairs from a Boston manufactory, cuts of which are here shown, had been ordered through the Chicago agent, Geo. Sherwood, but did not reach Bloomington till late in the term. The only substitute at hand was a set of rough oaken benches, reminding one of the plank seats of other times, with a single difference: those *had* desks before them—these, none.

With such an outfit, on the fifth day of October, 1857, the Principal and Ira Moore opened the Normal University in presence of no spectators and the following students: E. A. Gastman, jr., W. W. Higgins, J. G. Howell, John Hull, John D. Kirkpatrick and Henry H. Pope—6; and Misses E. K. Arnold, H. C. Bedell, M. V. Davison, S. M. Dunn, C. A. Gregory, S. J. Gregory, H. M. Grinnell, E. Junk, E. J. McMillen, J. G. Michie, J. F. Montgomery, M. C. Smith and K. I. Young—13: in all, 19. Some others came in during the day, and on the ensuing morning the number had grown to 29.



Ross's Collegiate Double Desk, cloth top, and Chairs; Desk supported on stanchions, pattern D; Chairs on patent pedestals, B.

During the first eight days forty-three students were enrolled, and this was our number for the first term. Since that time the accessions to the School have been gradual, but enough to show a growing appreciation of the Institution. The attendance, by terms, may be seen in the following table:

	Males.	Females.	Total.
FIRST YEAR—First Term	14.....	29.....	43
Second Term.....	19.....	30.....	49
Third Term.....	36.....	39.....	75
SECOND YEAR—First Term	41.....	57.....	98

The entire number of the different students hitherto admitted is 127; and the average age at the date of admission is twenty years and two months.

It should be remarked that it is usual, in similar institutions, to divide the year into two terms, which, of course cover the same ground as our three terms.

The examination and appointment of students under the law devolves upon School Commissioners and County Courts, but each student has been required, in addition to his "State Scholarship," to produce a certificate of good moral character, and subscribe to the annexed

STUDENT'S PLEDGE.—I hereby declare my intention to become a teacher in the schools of this State; and agree that for three years after leaving the University I will report, in writing, to the Principal thereof, in June and December of each year, where I have been and in what employed.

Some doubt has been expressed whether students educated in the Normal University would engage in the business of teaching in case suitable opportunities should offer, and the last clause was inserted to secure information on this point, no less than to obtain a knowledge of the location, position and success of students. Of course it cannot be expected that every student educated here will make a good teacher. As well might you expect every graduate of a law school to be a successful lawyer; or every graduate of a medical school to be a successful doctor. How many will succeed, and consequently find it for their interest to make teaching a profession, must depend upon the local officers who have the appointing power. To impress upon them the importance of this trust, I forwarded, last August, to Commissioners of those counties not already represented in the University, the following letter:

STATE NORMAL UNIVERSITY, }
Bloomington, August 7, 1858. }

Dear Sir: I inclosed to you, a few days since, a circular giving information in regard to the appointment of students to the University, and also blank *Certificates of Appointment*. I desire to add a word thereto. The school has been in operation one year, and has entered ninety students. Large as this number is, the State have provided for more. Each county and each representative district is entitled to gratuitous instruction for one student, making an aggregate of one hundred and seventy-five.

Your county has not yet availed itself of its rights, owing, it may be, to imperfect knowledge of the existence, object and aim of the University. Can not you spread the requisite information among the people, either through a local paper or in some other way? You can hardly be too careful, in the election of a young man or woman to represent your county in this Institution, to select one of decided natural ability and irreproachable character. The honor of the county depends upon a judicious selection..

We ask you to examine candidates in the common branches of an English education, and, of course, desire that the examination may be thorough; but yet we would not have you reject a candidate of real ability because of a partial failure in the examination. We can supply defects in education, not in talents. Should you know of an intelligent young man or woman who would make good use of a thorough education as a teacher, you will do a valuable service by giving them the appointment, and urging them to accept. There is need of such teachers as they would make. They can find remunerative employment.

The immediate object had in view by the Legislature in the establishment of the Normal University was the careful, thorough and professional training of teachers for Public Schools, and it is hoped that you will cordially aid in giving effect to this enterprise by seeking out and sending here to be educated free, by the State, one or more suitable students from your county.

Yours, truly, C. E. HOVEY.

The circular referred to in the foregoing letter is so brief that I will here insert it, together with the form of a "State Scholarship:"

STATE NORMAL UNIVERSITY—Admission.—Students seeking admission to the University should make application to the School Commissioner of the county in which they reside, and are required

1. To be, if males, not less than 17, and if females, not less than 16 years of age.
2. To produce a certificate of good moral character, signed by some responsible person.
3. To sign a declaration of their intention to devote themselves to school teaching in this State.
4. To pass a satisfactory examination, before the proper officers, in reading, spelling, writing, arithmetic, geography, and the elements of English grammar.

Extract from the Normal University Act.—"Sec. 7. Each county within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of repre-

representatives in said district, to be chosen in the following manner: The School Commissioner in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court; or, in counties acting under township organization, to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Commissioner, examine all applicants so presented in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county the School Commissioner and County Judge, or the School Commissioner and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative districts, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State in case that engagements can be secured by reasonable efforts, to require such candidates to provide for the payment of such fees for tuition as the Board may prescribe."

COURSE OF STUDY.—The course of study, requiring three years for completion, consists

1. Of the thorough mastery of the elementary or Common School branches, including teaching and drill exercises.

2. Of lectures on education and educational systems, of the theory and practice of teaching, school discipline, the school laws of Illinois, and physical education.

3. Of a course in the higher English and Mathematical studies and in the Natural Sciences, with lectures.

4. Of so much of the Latin and German languages as shall be deemed necessary to the full understanding of our own.

CALENDAR.—The School year of forty weeks is divided into three Terms, as follows:

The first Term begins Monday, September 13, and ends Friday, December 24. Fifteen weeks long.

The Second Term begins Monday, January 4, and ends Friday, April 2. Thirteen weeks long.

The Third Term begins Monday, April 12, and ends Friday, July 2. Twelve weeks long.

EXPENSES.—Tuition is free, and Text Books are also furnished gratuitously by the State. Board costs from \$2 50 to \$3 00 per week, exclusive of wood, lights, and washing; some students board themselves at a much lower rate.

For further particulars, address

C. E. HOVEY,

Principal of the State Normal University, Bloomington, Illinois.

STATE SCHOLARSHIP.

CERTIFICATE OF APPOINTMENT.

Office of County Commissioner of County
..... 18

.....has complied with the requirements of the act establishing a State Normal University, in force February 18, 1857, and I hereby duly appointed a student to that Institution from.....representative district.

..... } School Commissioner.

..... } County Judges, or Chairmen of
..... } the Boards of Supervisors.

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..... County Judge, or
..... Chairman of the Board of Supervisors.

OF THE STUDENTS.—Forty-nine of the students in attendance the present term are teachers of more or less experience, some having taught fifty-seven months, and no one less than two.

Forty-two rely wholly on themselves for support; nine in part; and the remaining forty-seven have their bills paid by parents or friends.

Of the parents and guardians, fifty-five are farmers; seven merchants; seven physicians; five mechanics; three agents; two clergymen; two lawyers; one civil engineer; one artist; one teacher.

You will not fail to notice three significant facts in the foregoing statement: *first*, one-half of the students have already had experience in teaching; *second*, nearly as many are compelled to look to themselves for the means to obtain an education; *third*, the farmers are nearly double all other classes of parents and guardians.

SYSTEM OF MARKING.—The character of each recitation is marked on a scale of from one to ten; ten being the highest.

The average marking for a term, combined with the attendance and deportment averages, constitutes the student's standing, and determines whether he shall be promoted or otherwise. These averages are kept in a book prepared expressly for that purpose, and are open to your inspection.

All irregularities in attendance or deportment have been required to be excused before the student resumes a place in his classes; and a record of every excuse granted or refused, and to whom, is preserved.

SOCIETIES.—The students have formed themselves into two societies, known as the Philadelphian and Wrightonian, for the purpose of acquiring skill in debate and in writing. They are nearly equal in number, and, from the plan adopted in appointing members, must continue so. The plan is this: On the admission of new students, the societies take the list of names and divide alphabetically, one society taking the first on the list, and the other the second, and so on. The Philadelphians meet on Friday, and the Wrightonians on Saturday evening.

School-District Libraries, Nos. 1 and 2, purchased by you for the use of the students, have been given into the hands of these societies, and form the nucleus of two growing libraries. The friends of the students have already donated many valuable works, so that the Philadelphian Library numbers 150 volumes, and the Wrightonian 150 volumes.

NATURAL HISTORY SOCIETY.—In June last some of the leading Naturalists in the State organized a Society for the purpose of diffusing a knowledge of the Natural History of Illinois, and voted to locate their Museum in the Normal University, thus making the Society auxiliary to this institution. For a full account of this Society, full reference is made to the report of the agent, C. D. Wilber, hereto appended.

MODEL SCHOOL.—The Model or experimental School is a necessary adjunct of a training school for teachers; and it was therefore determined to establish the Primary grade at once. Miss Mary M. Brooks, a young lady of remarkable fitness for the place, was appointed Principal. At first the success of the School was not very flattering, there

being only seven pupils during an entire term, and one of these was received gratuitously. The second term opened with ten and closed with fourteen pupils. But on the morning of the first day of the third term every seat was filled, and over fifty applied who could not be received for want of room. So long as there was room in the Normal School for a class of twelve pupils of the intermediate grade, they were received, and taught partly by the Normal students, and the proceeds of their tuition applied to the payment of the salary of the Model School Principal and such assistants as it was found necessary to employ. This class, now grown to eighty pupils, has passed into the hands of Mr. G. Thayer.

The receipts for tuition in the Model School during the first year amounted to \$439 50, and were wholly applied to the payment of teachers.

The members of Section A have spent considerable time in this School as observers and teachers, and the members of the other sections or classes will in turn do the same.

PLANS FOR THE NEW BUILDING.—In devising inside plans for the University edifice, it was necessary to determine, in advance, the principle on which the School should be organized.

Three systems were considered, which may be distinguished by the terms College, Graded, and Lancasterian. Should the College plan be adopted, then a chapel and class-rooms, *no matter whether adjacent or not*, would alone be required. If the Graded system prevailed, separate rooms for each teacher, with study-desks and all the appurtenances of an Independent School, would be necessary. The Lancasterian plan would require a large assembly or study-room with adjacent class-rooms.

It was evident, on reflection, that the College plan would not do, and just as evident that the Graded plan was best adapted to the Model School, while the Lancasterian possessed some advantages for the Normal. It was, therefore, determined to combine the two, and to construct a more complete edifice than any now existing on this continent for a similar purpose. It was necessary to provide for the Normal School, the Model School, the Janitor, a Library, a Gallery of Fine Arts, a Museum of Natural History, and for such other adjuncts as might aid the general purpose of the University.

Basement Story.—This story is mainly above ground. Here is the Janitors's House, consisting of a parlor, kitchen, cellar, three bed rooms, etc.; a Storage room; a Laboratory; a Chemical Lecture room; Boiler or Furnace rooms; Boys' and Girls' Play rooms for the Model School, to be used in stormy weather (32 ft. 6 in. by 48 ft. 4 in.); corridors, and stairways.

First Story.—This story is fifteen feet high in the clear, and contains the Reception room, Principal's room, Teachers' rooms, Text-book and Apparatus room, Wardrobes, and four Model School rooms, two of which are 32 feet square, and two 25 ft. 6 in. by 37 ft. 6 in. These rooms are intended for a Primary, an Intermediate, a Grammar, and a High School, and will accommodate fifty pupils each. Students enter the building at the east and west ends, and visitors at the south front. The first floor is reached by four flights of stone steps.

Second Story.—Here is the Normal School. In the centre is placed the Assembly room, sufficiently ample to seat 300 students. On either side of it are four large Recitation rooms, and at one end are two of smaller dimensions, making ten in all. These rooms have been so arranged that 300 students can pass from the Assembly room to the Class rooms, or *vice versa*, in two minutes' time, and without at all interfering with each other. This story is 16 feet high in the clear.

Third Story.—In this story, 20 feet high in the clear, is located Normal Hall, large enough to hold a thousand people. On one side of it is the Museum of Natural History and the Library; on the other, the Gallery of Fine Arts, the drawing-room and the ante-room for the Hall. This story is reached by four broad stairways, as is also the second story, affording the amplest means of ingress and egress. I regret that I have not obtained from the Architect, G. P. Randall, of Chicago, some account of the style of architecture for the edifice, but it did not occur to me till it was too late.

The building is so planned that it may be heated by stoves, furnaces, or steam.

GROUNDS.—The "design" for the improvement of the grounds of the University was prepared by Mr. Wm. Saunders, of Philadelphia, and exhibits not only the proportions of the fifty-six acres composing the immediate site of the edifice, but the proposed walks, garden, grouping of trees and shrubs, together with the St. Louis, Alton and Chicago Railroad at the south. The Illinois Central Railroad, not shown on the plan, crosses the Chicago, Alton and St. Louis Railroad a little to the east, and runs nearly parallel to the sides of the map. The building will be in full view of both.

For a full description of the "design," reference is made to the appended explanations of the designer and his catalogue of trees and shrubs.

APPARATUS FUND.—By resolution of the Board, Hon. N. W. Edwards paid to the Principal the one thousand dollars donated by the Messrs. Merriam, of Massachusetts, for the purchase of apparatus. \$505 have been already expended for Philosophical apparatus, and the balance is reserved for Chemical apparatus, whenever it shall be required.

PUBLIC DOCUMENTS.—Through the courtesy of our Senators, Hon. S. A. Douglas and Hon. Lyman Trumbull, valuable public documents have been received for the University Library; and the Hon. Owen Lovejoy selected this Institution as the place of deposit for a complete set of all the publications of the last Congress, amounting to 103 books. By resolution of Congress, these volumes were to be donated to such Institution in each Congressional District in the United States as the Representative thereof might select.

TEXT BOOK LIBRARY.—There are in this Library over twenty-six hundred volumes, seven hundred of which were donated by W. B. Smith & Co., of Cincinnati, and four hundred and fifty by Ivison and Phinney, of New York. The remainder were purchased, in most cases, at one-half the retail price. Of the publishers who have books in use in the University I may mention, in addition to the two houses just

named, G. & C. Merriam, D. Appleton & Co., H. Cowperthwait & Co., Hickling, Swan & Brewer, A. S. Barnes & Co., A. O. Moore, Crosby, Nichols & Co., J. B. Lippincott & Co., E. C. & J. Biddle, Gould & Lincoln, and Mason Brothers.

VISITORS.—Large numbers of citizens and strangers have visited the school during the past year, but no complete record of their names has been kept. Occasionally, associations, in a body, have come in and witnessed our exercises; and I take pleasure in this connection in calling your attention to a very pleasant visit from the Board of Supervisors of this county, who, as the representatives of the noble gift of McLean county, were honored and very welcome guests. After listening to a few of the exercises of the school and to a statement of its character and objects, they returned to the court house and expressed their appreciation of the State Normal University by confirming the appropriation of \$70,000 made by their predecessors in office. All honor to such men.

WANTS OF THE UNIVERSITY.—*First* of all, the completion of the University edifice. The school is fast growing beyond its present accommodations, and yet these are the most ample to be obtained in the city.

Second, a competent teacher of Chemistry and allied sciences. This matter lies close by the hearts of the people, and no man should be thought of who is not able to grasp the subject and to lay it open to the gaze of unlearned men, divesting it, in those parts which may be made of practical use, of the barrier of scientific technicality.

Third, a teacher of Drawing.

ASSOCIATE TEACHERS.—At the opening of the School, the Principal was assisted by Mr. Ira Moore and Mr. Charlton T. Lewis, to whose fidelity and ability you are largely indebted for whatever of success may have attended the Institution thus far.

At present the corps of teachers consists of Messrs. Moore, Willard, Hewett, Cady and Miss Peterson; and I should do great injustice to my own feelings and sense of right, did I not bear unqualified testimony to their fitness for the positions in which you have placed them.

Dr. Roe is delivering a second course of valuable lectures on Physiology.

Miss B. M. Cowles and Mr. Chauncey Nye were employed in the school during portions of the past year.

CONCLUSION.—In conclusion, it may not be improper to record, as none know so well as I, the untiring devotion of the members of your Board to this Institution, as evinced by the liberal sacrifice of time in its service; but I wish especially to put on record my remembrance of indebtedness to you for wise counsel and hearty cooperation.

C. E. HOVEY.

BLOOMINGTON, *December* 23, 1858.

CATALOGUE.

STUDENTS FROM COUNTIES AND REPRESENTATIVE DISTRICTS.

Names.	Entered.	District or County Represented.	Present Occupation.	Per cent. of attendance.	Residence.
Hannah C. Bedell.....	October 5, 1857,	56th.....	Teaching,	100.	Lyons.
James H. Dutton.....	" "	Woodford.....	In school,	99.4	Metamora.
Peter Harper.....	" "	Peoria.....	"	99.9	Peoria.
Ebenezer D. Harris....	" "	40th.. ..	Teaching,	99.8	Monmouth.
Martha A. Hawkins...	" "	49th.....	In school,	98.9	Sublette.
Joseph G. Howell,.....	" "	White.....	"	100.	Duncanton.
John Hull.....	" "	Marion.....	"	100.	Salem.
Charles D. Irons.....	" "	41st.....	.....	93.3	Peoria.
Albert W. Lecrone.....	" "	Effingham.....	.....	100.	Ewington.
Levi L. Lightner.....	" "	Alexander.....	.....	98.	Thebes.
Martha M. Marble.....	" "	38th.....	In school,	96.9	Bloomington.
Maria McCoy.....	" "	Marshall.....	.....	99.8	Henry.
Jane G. Michie.....	" "	56th.....	In school,	99.2	Lyons.
Frances A. Peterson...	" "	Lee.....	"	99.7	Sublette.
Edwin Philbrook.....	" "	Fayette.....	"	100.	Vandalia.
Henry H. Pope.....	" "	20th.....	"	100.	Taylorville.
Henrietta M. Pope.....	" "	Christian.....	Teaching,	99.9	"
B. F. Rawalt.....	" "	33d.....	"	.....	.....
Mat'lda I. Reisinger...	" "	Fulton	"	100.	Farmington
Justin S. Spaulding...	" "	Woodford.....	"	99.4	Metamora.
Mary R. Stark.....	" "	33d.....	"	99.6	Farmington.
Bessie A. Strong*	" "	Kane .....	.....	100.	Aurora.
John D. Kirkpatrick..	" "	Bureau. ....	.....	99.5	Tiskilwa.
W. B. Webber.....	October 12, 1857,	Champaign.....	.....	100.	Urbana.
Mary I. Boyle..	" "	Adams..	In school,	97.6	Clayton.
Sarah M. Hanson.....	October 20, 1857,	56th..	"	99.8	Leyden.
James F. Ridlon.....	Nov. 12, 1857,	.....	"	100.	Monmouth.
Luke H. Hite.....	Jan. 4, 1858,	8th	"	100.	Salem.
Julia M. Linsley.....	" "	Henry.....	"	98.5	Galva.
Mary F. Washburn....	" "	McLean.....	"	99.2	Bloomington.
William H. Avery.....	April 14, 1858,	54th.....	Teaching,	100.	Gard. Prairie.
James H. Bailey.....	" "	Macoupin	In school,	100.	Carlinville.
Lorenzo D. Bovee.....	" "	Will..	"	100.	Joliet.
Mary J. Bryant.....	" "	De Witt.....	"	98.7	Mt. Pleasant.
J. Howard Burnham...	" "	57th.....	"	100.	Chicago.
Lewis P. Cleveland....	" "	47th .....	.....	100.	Arlington.
Ann R. Collom.....	" "	Coles	In school,	99.3	Charleston.
Fanny S. Denison.....	" "	41st.....	"	100.	Peoria.
Robert L. Duncan.....	" "	Mercer.....	Teaching,	.....	Keithsburg.
James R. Fyffe.....	" "	Putnam.....	In school,	100.	Magnolia.
Duncan C. Ingraham..	" "	21st.....	.....	100.	Carlinville.
Julia A. Ives.....	" "	Henderson.....	In school,	99.2	Oquawka.
Matthew R. Kell.....	" "	8th	"	100.	Salem.
William T. Law.....	" "	42d.....	"	100.	Magnolia.
Celenda J. McCoy.....	" "	Williamson.....	Teaching,	98.2	Marion.

Names.	Entered.	District or County Represented.	Present Occupation.	Per cent. of attendance.	Residence.
Miller.....	April 14, 1858,	Union.....	In school,	100.	Jonesboro.
S. Payn.....	" "	Boone.....	"	100.	Gard. Prairie.
A. Ross.....	" "	Jackson.....	"	99.6	Virginnes.
Sheldon.....	" "	Schuyler	"	100.	Rushville.
E. Town.....	" "	50th.....	"	100.	Hale.
L. Walker.....	" "	Ogle.....	"	100.	Lindenwood.
Edw. F. Willis..	" "	Washington.....	"	100.	Richview.
H. Wright.....	" "	Montgomery.....	.....	99.2	Hillsboro.
A. Carter	April 17, 1858,	Scott.....	In school,	99.6	Winchester.
J. McKinstry.	April 16, 1858,	Coles.....	Teaching,	99.6	Charleston.
Cornwell.....	Sept. 13, 1858,	Tazewell.....	In school,	100.	Morton.
L. Curtiss.....	" "	Jersey.....	"	98.7	Otter Creek.
Goodsell.....	" "	Alexander.....	"	98.1	Clear Cr'k L'g
W. O. Noyes.....	" "	Pike.....	"	91.4	Griggsville.
L. Roberts.....	" "	39th.....	"	97.3	Morton.
B. Robinson...	" "	Hamilton	"	100.	McLeansboro.
Edw. Steele.....	" "	Edgar.....	"	99.4	Grandview.
W. Stewart.....	" "	9th	"	84.6	Carmi.
Wm Gove.....	Sept. 14, 1858,	La Salle.....	"	100.	New Rutland.
J. C. Marion.....	Sept. 15, 1858,	St. Clair.....	"	99.	French village
J. Ives.....	Sept. 20, 1858,	40th.....	"	80.	Oquawka.
Clarkson	Sept. 21, 1858,	Cook.....	"		
L. Scoggan.....	" "	Brown	"	100.	Lee.
W. Jones.....	Sept. 25, 1858,	Kane	"	100.	Aurora.
R. Butler.....	Sept. 27, 1858,	46th.....	"	100.	Kaneville.
Gill.....	Oct. 9, 1858,	Stark	"	94.8	Toulon.
L. Hubbard.....	" "	41st.....	"	99.2	Toulon.
W. Orger.....	" "	Macon... ..	"	82.1	Decatur.
W. C. Clark.....	Nov. 8, 1858,	Logan.....	"	91.	Atlanta.
L. Risdon.....	Nov. 10, 1858,	36th....	"	100.	Decatur.
J. Cowan.....	Nov. 16, 1858,	.....	"	96.3	Oquawka.
Goodrich.....	Nov. 17, 1858,	De Kalb	"	100.	Clinton.
E. Hawver...	" "	46th.....	"	98.	Sycamore.
E. Beers.....	Nov. 23, 1858,	Champaign.....	"	100.	West Urbana.

STUDENTS FROM THE STATE AT LARGE.

Names.	Entered.	Present Occupation.	Per centage of Attendance.	Residence.
Edw. K. Arnold....	October 5, 1857,	Teaching,	100.	Metamora.
W. Davison... ..	" "	In school,	98.5	Bloomington.
A. Dunn.....	" "	"	99.8	"
A. Gastman, jr...	" "	"	100.	Hudson.
W. A. Gregory.....	" "	Teaching,	98.7	Trivoli.
L. Gregory.....	" "	"	98.5	"
F. M. Grinnell...	" "	"	99.9	Hudson.
W. Ayes, jr.....	" "	In school,	99.9	Bloomington.
W. W. Higgins.....	" "	"	92.	"
W. Junk.....	" "	"	99.3	"
Edw. J. McMillan..	" "	"	99.2	"

Names.	Entered.	Present. Occupation.	Per centage of Attendance.	Residence.
Jane F. Montgomery....	October 5, 1857,	In school,	99.8	Bloomington.
Margaret C. Smith.....	" "	"	100.	"
Kate I. Young.....	" "	"	98.8	"
N. Elizabeth Mitchell...	October 10, "	"	100.	Montgomery.
James M. Burch.....	November 12, "	"	98.1	Bloomington.
Annie M. English.....	January 4, 1858,	Teaching,	96.4	Dale.
Mary A. Ijams.....	" "	.....	98.3	Randolph's Gt
Mary A. Apgar.....	January 18, "	In school,	98.7	Lexington.
Elizabeth J. Mitchell...	" "	"	100.	Bloomington.
Rufus W. Angell.. ..	January 20, "	Teaching,	99.4	Taylorville.
Kate Birch.....	February 5, "	In school,	99.2	Bloomington.
Sophie J. Crist.....	" "	"	98.1	"
Mary Brigham.....	April 14, "	"	99.7	"
Ellen J. Boughton.....	" "	"	99.7	"
Norris M. Carter.....	" "	Teaching,	98.8	Hudson.
Sarah E. Fell.....	" "	In school,	100.	Normal.
Edwin B. Fiske.....	" "	"	100.	Dale.
Martha E. Havens.....	" "	.....	100.	Hudson.
Henry C. Provo.....	" "	In school,	99.2	Bloomington.
N. D. Stephens.....	" "	Teaching,	100.	Lee Centra.
Sarah J. Stewart.....	" "	In school,	98.3	Bloomington
Elizabeth Wakefield....	" "	"	100.	"
George M. Berkley.....	September 13, "	"	100.	Sublette.
Kate A. Burtis.....	" "	"	90.7	Hudson.
Minnie Douglass.	" "	"	96.6	Sublette.
Mary E. Moore	" "	"	100.	Rushville.
Caroline Moore.....	" "	"	97.3	"
Susan Parish.....	" "	"	99.4	Washington.
Emma M. Trimble.....	" "	"	100.	"
William H. Walker.....	" "	"	100.	.....
John Walton.....	" "	"	99.4	Augusta.
Martha W. Fay.....	September 20, "	"	94.1	.....
Lucretia A. Hite.....	" "	"	95.	Salem.
Henderson W. Kester...	" "	"	100.	Ox Bow.
Henry B. Norton.....	" "	"	100.	Hale.
Lydia M. Young.....	October 7, "	"	93.3	Hale.
William W. Murphy.....	November 10, "	"	100.	Mt. Pleasant.

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 Mary J. Scoggan.

NORMAL UNIVERSITY GROUNDS.

EXPLANATIONS, ETC., TO ACCOMPANY THE MAP OF THE GROUNDS.

To render the grounds of a useful and instructive character, it has been considered necessary to embody as great a variety of trees as would be sufficiently hardy to withstand the climate. Further to add to the ready comparison of species, they have, as far as consistent with a suitable landscape disposition, been grouped in separate sections, with walks somewhat regularly disposed, for the more convenient inspection of the various parts.

No provision has been made for a carriage-drive round the grounds, as it would destroy their privacy and make them too public. This was considered less necessary owing to their being surrounded by a wide street. The carriage entrance, for the same reason, was marked at the shortest and most direct line to the house. It may also be noted that the walks need not be formed until the planting becomes sufficiently interesting to incite inspection. It will be also observed that any of them may be omitted without in the least destroying the main features of the plan.

The building is bordered with a broad edging of grass. The ground should be graded from the water-table with an easy and gradual slope to the original surface. The south front will thus require considerable filling up, and here a small terrace *may* be made; but a house of this dimensions should not be surrounded by a terrace, unless on a large and elaborate scale. It will be more appropriate to grade from the house, sloping from it in all directions, and all sod banks avoided.

An ample carriage-road surrounds the house, sufficiently wide to accommodate and turn round several carriages.

To the north of the building a small spot is set apart for a flower garden; this is particularly intended for hardy herbaceous flowers. A large part of it may be devoted to native flowering plants, tending to familiarize pupils with the plants of the country, and would form a valuable auxiliary to the study of botany. This is surrounded by a regular belting of shrubbery, to isolate it from the other portion of the grounds. East and west of this flower garden are open spaces left for additional buildings, if such are in contemplation, and if not required for that purpose, these open lawns will add to the contrasting effect of the planting in that part of the grounds where evergreen trees predominate.

The close-planted masses of shrubbery, indicated by being shaded, are introduced to give variety and a certain decided distinctiveness, which is not otherwise attainable, and which is one of the best features in landscape scenery. The ground occupied by these beds should be deeply worked over and planted thickly, and kept clean and cultivated, at least until the plants are sufficiently massive to prevent the growth of weeds, which it soon will. I have not given a thorough, detailed

list of every plant that may be put in these beds; any nurseryman's catalogue will supply lists of these. I have included a list of such as are most desirable as medium sized trees; all such should be planted in the central portions of such clumps, and the smaller shrubs more toward the edgings of such plantations.

The evergreen trees are kept somewhat distinct from deciduous trees; at least sufficiently so to form a pleasing outline and of massive disposition, to contribute an effective feature during winter, when other trees are deciduous. This is a point of much importance, the winter scenery being in need of enlivenment; and these evergreens, being placed near the boundaries, will break the force of cold winds, and, so far, add much comfort to the interior.

To further assist in sheltering the grounds, I would suggest the setting of an arbor-vitæ hedge along the north, west and east boundary lines, and the other portions of boundary planted with an Osage orange hedge.

I would suggest, with reference to the planting of the trees, that the grounds more immediately connected with the building will of course be first planted, and here some good-sized trees, for immediate effect, may be set out at once. But the most satisfactory method would be to set apart two or three acres as nursery grounds, and purchase in quantity young trees to be grown on the grounds. They would thus become inured to the climate, and would give more satisfaction on removal, could be removed when found necessary, and be altogether the most economical method of procedure.

As I have observed above, the arrangement of the walks is not the main feature of the plan, but the arrangement of the trees. Any, or indeed all of the walks may be omitted, and not destroy or in the least affect the scenery. Walks for convenience may be made in almost any part. The present arrangement provides an extensive promenade, and is for the future, perhaps, more than the present. An establishment of this kind, that in all human probability is to last for ages, is not to be gotten up in a day; but if planted according to this plan it will, in fact, tell for all time. The older the trees, the better will the original conception of design be developed.

I hold myself ready to furnish all further information necessary for a true explanation of the design, if any thing further is required.

WILLIAM SAUNDERS, *Landscape Gardener.*

REFERENCES TO PLAN.

SECTION A—*Magnolias*.—1, *Acuminata*; 2, *macrophylla*; 3, *tripetala*; 4, *cordata*; 5, *auriculata*; 6, *conspicua*; 7, *soulangiana*; 8, *purpurea*; 9, *glauc*; 10, tulip poplar.

SECTION B—*Birches, etc.*—1, *Betula alba*; 2, *Betula nigra*; 3, *Betula populifolia*; 4, *Betula lenta*; 5, *Betula*, (weeping); 6, *Carpinus Betulus*, English hornbeam; 7, *Carpinus Americana*, American hornbeam; 8, tulip poplar.

SECTION C—*Maples*.—1, *Saccharinum*, Sugar; 2, *dasycarpum*, Silver; 3, *platanoides*, Norway; 4, *pseudo platanus*, false Sycamore; 5, *rubrum*, red; 6, *Campestre*, English; 7, *striatum*, striped; 8, *montanum*, mountain; 9, *macrophylla*, large-leaved; 10, *tartaricum*, Tartarian; 11, purple-leaved sycamore maple; 12, cut-leaved Norway maple.

SECTION D.—1, *Salisburia adiantifolia*, Ginkgo tree; 2, *Virgilia lutea*, yellow-wood; 3, *Paulownia Imperialis*; 4, *Catalpa Bignonioides*, catalpa tree; 5, *Kœlreuteria paniculatum*; 6, *cytissus laburnum*; 7, *laurus sassafras*, sassafras tree; 8, *sophora Japonica*; 9, tulip poplar.

SECTION E—*Ashes*.—1, *Fraxinus excelsior*, English Ash; 2, *Fraxinus Americana*, White Ash; 3, *Fraxinus sambucifolia*, Black Ash; 4, Weeping Ash; 5, *Fraxinus pubescens*, red, or downy; 6, *Fraxinus juglandifolia*, walnut-leaved; 7, *Fraxinus aurea*, golden bark; 8, *Fraxinus ornus*, flowering; 9, *Fraxinus Atrovirens*, crisp-leaved; 10, *Fraxinus Jaspidea*, striped bark; 11, tulip poplar.

SECTION F—*Beeches, etc.*—1, *Fagus sylvatica*, European; 2, *Fagus Americana*, American; 3, *Fagus sylvatica cuprea*, copper; 4, *Fagus sylvatica sanguinea*, bloody; 5, *Fagus sylvatica laciniata*, cut-leaved; 6, *Fagus sylvatica pendula*, weeping; 7, *Fagus sylvatica cristata*, crested; 8, *Celtis Occidentalis*, nettle tree; 9, *Celtis crassifolia*; 10, *liquidambar styraciflua*, sweet gum; 11, *Gymnocladus canadensis*, coffee tree; 12, *maclura aurantiaca*, Osage orange; 13, *larix Europea*, European larch; 14, *Nyssa multiflora*, sour gum; 15, *cornus Florida*, dogwood; *Rhus cotinus*, Venitian sumach.

SECTION G—*Oaks, Walnuts, etc.*—1, *Negundo acerifolia*, ash-leaved maple; 2, *Quercus phellos*, willow-leaved oak; 3, *Quercus palustris*, pin oak; 4, *Quercus cerris*, turkey oak; 5, *Quercus alba*, white oak; 6, *Quercus bicolor*, swamp white oak; 7, *Quercus macrocarpa*, overcup oak; 8, *Quercus rubra*, red oak; 9, *Quercus coccinea*, scarlet oak; 10, *Quercus robur*, British oak; 11, *Quercus prinus*, chestnut oak; 12, *Quercus obtusiloba*, post oak; 13, *Quercus lyrata*, water white oak; 14, *Quercus aquatica*, water oak; 15, *cercis canadensis*, Judas tree; 16, *Kœlreuteria paniculata*; 17, *maclura aurantiaca*, Osage orange; 18, *Liquidambar styraciflua*, sweet gum; 19, *Ulmus fulva*, slippery elm; 20, *Liriodendron tulipifera*, tulip tree; 21, *Ulmus Americana*, American elm; 22, *Ulmus campestris*, English elm; 23, *Ulmus glabra*, smooth-leaved elm; 24, weeping elm; 25, *Ulmus campestris latifolia*, broad-leaved elm; 26, *Ulmus campestris montana*; 27, *Acer saccharinum*, sugar maple; 28, *Acer platanoides*, Norway maple; 29, *Juglans nigra*, black walnut; 30, *Juglans cinerea*, white, or butter-nut; 31, *Acer rubra*, red maple; 32, *Juglans regia*, English walnut.

SECTIONS H, H.—1, *Abies excelsa*, Norway fir; 2, *pinus sylvestris*, Scotch fir; 3, *picea pectinata*, European silver fir; 4, *Abies morinda*; 5, *Pinus excelsa*; 6, *Pinus ponderosa*; 7, *Pinus maritima*; 8, *Pinus pumilo*; 9, hemlock spruce, *Abies canadensis*; 10, *Pinus Austriaca*, Austrian pine.

SECTION I.—1, *Washingtonia Gigantea*; 2, *Picea Cephalonica*; 3,

Picea Pindron; 4, *Picea pinsappe*; 5, Siberian *Arbor vitæ*; 6, *Pinus Cembra*; 7, *picea pichta*; 8, *Pinus excelsa*; 9, *Pinus pumilis*; 10, *picea clanbrasilliana*; 11, *Thuja wareana*; 12, *cupressus pendula*.

The whole of this section to be kept in cultivated ground, and the spaces between the trees filled with *Mahonia aquifolia*, in small groups.

SECTION K.—1, *Acer pseudo platanus*, sycamore maple; 2, deciduous cypress; 3, European larch; 4, *Pinus cembra*; 5, *Tilia Europea*, European linden; 6, *Platanus Occidentalis*, buttonwood; 7, *Platanus Orientalis*; 8, *Tilia Americana*, American linden; 9, *castanea Americana*, chestnut; 10, *Pinus strobus*, white pine; 11, *picea pectinata*; 12, *Pinus Austriaca*; 13, Hemlock spruce; 14, *Picea Balsamea*, balsam fir; 15, deciduous cypress; 16, *pinus pinca*; 17, *Fraxinus excelsior*, English Ash; 18, *Abies Douglasii*, Douglas spruce fir; 19, *Pinus pinaster*; 20, *Pinus mitis*; 21, *Pinus Austriaca*; 22, Scotch Fir, *Pinus sylvestris*; 23, *picea pectinata*; 24, Honey Locust; 25, red-twigged linden; 26, silver maple; 27, Kentucky coffee tree.

SECTION L—*Hickories, etc.*—1, Sweet Gum; 2, *Carya porcina*, pignut hickory; 3, *Carya tormentosa*, mocker nut; 4, *Carya alba*, shell-bark; 5, *Carya olivæformis*, pecan nut; 6, *Diospyros Virginiana*, persimmon; 7, White Ash; 8, Red Ash; 9, Norway Spruce Fir; 10, Balsam Fir; 11, White Pine; 12, Hemlock Spruce Fir; 13, European Larch, *Larix Europea*.

SECTION M—*Poplars, Willows, etc.*—1, *Populus dilatata*, Lombardy poplar; 2, *Populus angulata*, cottonwood; 3, *Populus grandidentata*; 4, *Populus candicans*; 5, *Populus alba*, Abele tree; 6, *Populus balsamifera*; 7, *Liriodendron tulipifera*, Tulip tree; 8, *Populus tremulus*; 9, *Populus Græca*, Athenian poplar; 10, *Maclura aurantiaca*, Osage orange; 11, Black Walnut; 12, Kentucky coffee tree; 13, Slippery Elm; 14, Sugar Maple; 15, Weeping Willow; 16, *Salix acuminata*, large-leaved Willow; 17, *Salix alba*, white Willow; 18, *Salix Caprea*, goat Willow; 19, ringlet-leaved Willow; 20, *Salix nigra*, black Willow; 21, *Salix pentantra*, shining Willow; 22, *Salix Russelliana*, Bedford Willow; 23, *Salix argentea*; 24, *Salix viminalis*; 25, Honey Locust; 26, white Oak; 27, willow-leaved Oak; 28, English Oak; 29, pin Oak; 30, red Oak; 31, European Buttonwood; 32, American Beech; 33, red or swamp Maple; 34, Sour Gum, *Nyssa aquatica*; 35, *Catalpa*; 36, *Ailanthus glandulosa*; 37, American Elm; 38, American Linden; 39, Judas tree; 40, Sweet Gum; 41, swamp Magnolia; 42, *Salix Forsteriana*; 43, *Salix rotundata*; 44, yellow-barked, golden.

SECTION N.—1, *Negundo aceroides*; 2, sugar Maple; 3, Norway Spruce Fir; 4, silver Maple; 5, English horse Chestnut; 6, white Pine; 7, European Larch.

SECTION O.—1, silver Maple; 2, English horse Chestnut; 3, *Æsculus flava*, yellow Buckeye; 4, tulip Poplar; 5, Ohio Buckeye, *Æsculus glabra*; 6, *picea pectinata*; 7, *Pinus nobilis*; 8, Austrian Pine; 9, Hemlock Spruce; 10, Norway Fir; 11, Scotch Fir; 12, *Paulownia imperialis*.

SECTION P.—1, silver Maple; 2, sugar Maple; 3, *Salisburia adiantifolia*; 4, purple Beech; 5, tulip Poplar; 6, *Magnolia acuminata*; 7, *Magnolia macrophylla*; 8, *Magnolia tripetala*; 9, deciduous Cypress; 10, Norway Spruce Fir; 11, Austrian Pine; 12, balsam Fir; 13, hemlock Spruce.

SECTION R.—1, silver Maple; 2, *Populus angulata*; 3, *Magnolia macrophylla*; 4, *Magnolia tripetala*; 5, Norway Spruce Fir; 6, balsam Fir; 7, hemlock Spruce; 8, deciduous Cypress; 9, *Acer campestre*, English Maple; 10, Kentucky Coffee; 11, *Paulownia Imperialis*.

SECTION S.—1, sugar Maple; 2, silver Maple; 3, *Paulownia Imperialis*; 4, *Magnolia macrophylla*; 5, *Kœlreuteria paniculatum*; 6, *Halesia tetraptera* snowdrop tree or silver bell; 7, white Pine; 8, hemlock Spruce; 9, silver Fir, *Picea pectinata*; 10, Austrian Pine, *Pinus Austriaca*; 11, Norway Maple; 12, Judas tree.

SECTION T.—1, sugar Maple; 2, silver Maple; 3, European horse Chestnut; 4, Norway Maple; 5, Scotch Fir; 6, *Pinus maritima*; 7, *Pinus ponderosa*; 8, white Pine; 9, European Larch; 10, Sugar.

SECTION V.—All hemlock Spruce.

SECTION W.—1 and 2, Silver Maple; the row of trees on the north line, White Pine; the rows on either side to the line, Norway Spruce Fir; the deciduous trees represented by rounded tops to be planted with Judas tree, Dogwood, *Halesias*, *Rhus Cotinus*, Virginia Fringe, and such medium-growing trees; and all evergreens either hemlock Spruce or Norway Fir.

SECTION X.—1, *Washingtonia Gigantea*; 2, English Yew; 3, *Taxus aurea*; 4, *Taxus pendula*; 5, *Thuja plicata*; 6, *Picea nobilis*; 7, *Picea pichta*; 8, *Cunninghamia sinensis*. This Section is to be kept same as Section I.

SECTION Y.—Row of trees next the line, Norway spruce Fir. 1, *Pinus ponderosa*; 2, *Pinus excelsa*; 3, *Abies Douglasii*; 4, *Abies Menziesii*; 5, English Yew; 6, Balsam Fir; 7, white Pine; 8, *Picea pectinata*; 9, *Abies morinda*; 10, *Thuja occidentalis*; 11, *Pinus sylvestris*; 12, *Pinus Austriaca*; 13, European Larch; 14, deciduous Cypress; 15, white Pine; 16, English Ash.

SECTION Z.—Row of trees next the line, Norway Spruce. 1, Norway Maple; 2, European Alder; 3, European Larch; 4, *Pinus Austriaca*; 5, silver Fir; 6, deciduous Cypress; 7, balsam Fir; 8, sugar Maple; 9, English Ash; 10, American Linden; 11, ash-leaved Maple; 12, white Pine.

No. 1.—Spaces for wood-houses and other offices. These may be enlarged to any size, surrounded by an arbor vitæ hedge, and planted thickly round with trees.

No. 2.—Flower Garden. For hardy herbaceous plants chiefly, more particularly American species.

No. 3.—Place for summer-house.

Names.	Entered.	Present. Occupation.	Per centage of Attendance.	Residence.
Jane F. Montgomery....	October 5, 1857,	In school,	99.8	Bloomington.
Margaret C. Smith.....	" "	"	100.	"
Kate I. Young.....	" "	"	98.8	"
N. Elizabeth Mitchell...	October 10, "	"	100.	Montgomery.
James M. Burch.....	November 12, "	"	98.1	Bloomington.
Annie M. English.....	January 4, 1858,	Teaching,	96.4	Dale.
Mary A. Ijams.....	" "	98.3	Randolph's Gr
Mary A. Apgar.....	January 18, "	In school,	98.7	Lexington.
Elizabeth J. Mitchell...	" "	"	100.	Bloomington.
Rufus W. Angell.. ..	January 20, "	Teaching,	99.4	Taylorville.
Kate Birch.....	February 5, "	In school,	99.2	Bloomington.
Sophie J. Crist.....	" "	"	98.1	"
Mary Brigham.....	April 14, "	"	99.7	"
Ellen J. Boughton.....	" "	"	99.7	"
Norris M. Carter.....	" "	Teaching,	98.8	Hudson.
Sarah E. Fell.....	" "	In school,	100.	Normal.
Edwin B. Fiske.....	" "	"	100.	Dale.
Martha E. Havens.....	" "	100.	Hudson.
Henry C. Provo.....	" "	In school,	99.2	Bloomington.
N. D. Stephens.....	" "	Teaching,	100.	Lee Centre.
Sarah J. Stewart.....	" "	In school,	98.3	Bloomington
Elizabeth Wakefield....	" "	"	100.	"
George M. Berkley.....	September 13, "	"	100.	Sublette.
Kate A. Burtis.....	" "	"	90.7	Hudson.
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Robert L. Duncan,
H. B. Norton,

Wm. Avery,
Lewis P. Cleveland,
W. Duncan,
Harvey I. Dutton,
Duncan G. Ingraham,
J. Spaulding,
L. L. Lightner,
John Walton,
N. D. Stevens,

LADIES.

P. R. Butler,
Ann R. Collom,
Fannie S. Denison,
Julia A. Ives,
Sarah E. Town,
Susan H. Wright,
Emily A. Carter,
Martha J. McKinstry,
Amanda O. Noyes,
Anna B. Roberts

Phebe W. Jones,
Kate Zorger,
Sarah E. Fell,
Mary E. Moore,
Caroline Moore,
Lydia M. Young,
Mary Brigham,
Lizzie Wakefield,
Hattie E. Hawver,

Mattie Havens,
S. Stewart,
Jennie Bryant,
Helen Ross,
Martha L. Fay,
J. McCoy,
Ellen I. Boughton,
Lizzie Clarkson,
Mary J. Scoggan.

NORMAL UNIVERSITY GROUNDS.

EXPLANATIONS, ETC., TO ACCOMPANY THE MAP OF THE GROUNDS.

To render the grounds of a useful and instructive character, it has been considered necessary to embody as great a variety of trees as would be sufficiently hardy to withstand the climate. Further to add to the ready comparison of species, they have, as far as consistent with a suitable landscape disposition, been grouped in separate sections, with walks somewhat regularly disposed, for the more convenient inspection of the various parts.

No provision has been made for a carriage-drive round the grounds, as it would destroy their privacy and make them too public. This was considered less necessary owing to their being surrounded by a wide street. The carriage entrance, for the same reason, was marked at the shortest and most direct line to the house. It may also be noted that the walks need not be formed until the planting becomes sufficiently interesting to incite inspection. It will be also observed that any of them may be omitted without in the least destroying the main features of the plan.

The building is bordered with a broad edging of grass. The ground should be graded from the water-table with an easy and gradual slope to the original surface. The south front will thus require considerable filling up, and here a small terrace *may* be made; but a house of this dimensions should not be surrounded by a terrace, unless on a large and elaborate scale. It will be more appropriate to grade from the house, sloping from it in all directions, and all sod banks avoided.

An ample carriage-road surrounds the house, sufficiently wide to accommodate and turn round several carriages.

To the north of the building a small spot is set apart for a flower garden; this is particularly intended for hardy herbaceous flowers. A large part of it may be devoted to native flowering plants, tending to familiarize pupils with the plants of the country, and would form a valuable auxiliary to the study of botany. This is surrounded by a regular belting of shrubbery, to isolate it from the other portion of the grounds. East and west of this flower garden are open spaces left for additional buildings, if such are in contemplation, and if not required for that purpose, these open lawns will add to the contrasting effect of the planting in that part of the grounds where evergreen trees predominate.

The close-planted masses of shrubbery, indicated by being shaded, are introduced to give variety and a certain decided distinctiveness, which is not otherwise attainable, and which is one of the best features in landscape scenery. The ground occupied by these beds should be deeply worked over and planted thickly, and kept clean and cultivated, at least until the plants are sufficiently massive to prevent the growth of weeds, which it soon will. I have not given a thorough, detailed

list of every plant that may be put in these beds; any nurseryman's catalogue will supply lists of these. I have included a list of such as are most desirable as medium sized trees; all such should be planted in the central portions of such clumps, and the smaller shrubs more toward the edgings of such plantations.

The evergreen trees are kept somewhat distinct from deciduous trees; at least sufficiently so to form a pleasing outline and of massive disposition, to contribute an effective feature during winter, when other trees are deciduous. This is a point of much importance, the winter scenery being in need of enlivenment; and these evergreens, being placed near the boundaries, will break the force of cold winds, and, so far, add much comfort to the interior.

To further assist in sheltering the grounds, I would suggest the setting of an arbor-vitæ hedge along the north, west and east boundary lines, and the other portions of boundary planted with an Osage orange hedge.

I would suggest, with reference to the planting of the trees, that the grounds more immediately connected with the building will of course be first planted, and here some good-sized trees, for immediate effect, may be set out at once. But the most satisfactory method would be to set apart two or three acres as nursery grounds, and purchase in quantity young trees to be grown on the grounds. They would thus become inured to the climate, and would give more satisfaction on removal, could be removed when found necessary, and be altogether the most economical method of procedure.

As I have observed above, the arrangement of the walks is not the main feature of the plan, but the arrangement of the trees. Any, or indeed all of the walks may be omitted, and not destroy or in the least affect the scenery. Walks for convenience may be made in almost any part. The present arrangement provides an extensive promenade, and is for the future, perhaps, more than the present. An establishment of this kind, that in all human probability is to last for ages, is not to be gotten up in a day; but if planted according to this plan it will, in fact, tell for all time. The older the trees, the better will the original conception of design be developed.

I hold myself ready to furnish all further information necessary for a true explanation of the design, if any thing further is required.

WILLIAM SAUNDERS, *Landscape Gardener.*

REFERENCES TO PLAN.

SECTION A—*Magnolias*.—1, *Acuminata*; 2, *macrophylla*; 3, *tripe-tala*; 4, *cordata*; 5, *auriculata*; 6, *conspicua*; 7, *soulangiana*; 8, *purpurea*; 9, *glauc*a; 10, tulip poplar.

SECTION B—*Birches, etc.*—1, *Betula alba*; 2, *Betula nigra*; 3, *Betula populifolia*; 4, *Betula lenta*; 5, *Betula*, (weeping;) 6, *Carpinus Betulus*, English hornbeam; 7, *Carpinus Americana*, American hornbeam; 8, tulip poplar.

SECTION C—*Maples*.—1, *Saccharinum*, Sugar; 2, *dasycarpum*, Silver; 3, *platanoides*, Norway; 4, *pseudo platanus*, false Sycamore; 5, *rubrum*, red; 6, *Campestre*, English; 7, *striatum*, striped; 8, *montanum*, mountain; 9, *macrophylla*, large-leaved; 10, *tartaricum*, Tartarian; 11, purple-leaved sycamore maple; 12, cut-leaved Norway maple.

SECTION D.—1, *Salisburia adiantifolia*, Ginkgo tree; 2, *Virgilia lutea*, yellow-wood; 3, *Paulownia Imperialis*; 4, *Catalpa Bignonioides*, catalpa tree; 5, *Kœlreuteria paniculatum*; 6, *cytisus laburnum*; 7, *laurus sassafras*, sassafras tree; 8, *sophora Japonica*; 9, tulip poplar.

SECTION E—*Ashes*.—1, *Fraxinus excelsior*, English Ash; 2, *Fraxinus Americana*, White Ash; 3, *Fraxinus sambucifolia*, Black Ash; 4, Weeping Ash; 5, *Fraxinus pubescens*, red, or downy; 6, *Fraxinus juglandifolia*, walnut-leaved; 7, *Fraxinus aurea*, golden bark; 8, *Fraxinus ornus*, flowering; 9, *Fraxinus Atrovirens*, crisp-leaved; 10, *Fraxinus Jaspidea*, striped bark; 11, tulip poplar.

SECTION F—*Beeches, etc.*—1, *Fagus sylvatica*, European; 2, *Fagus Americana*, American; 3, *Fagus sylvatica cuprea*, copper; 4, *Fagus sylvatica sanguinea*, bloody; 5, *Fagus sylvatica laciniata*, cut-leaved; 6, *Fagus sylvatica pendula*, weeping; 7, *Fagus sylvatica cristata*, crested; 8, *Celtis Occidentalis*, nettle tree; 9, *Celtis crassifolia*; 10, *liquidambar styraciflua*, sweet gum; 11, *Gymnocladus canadensis*, coffee tree; 12, *maclura aurantiaca*, Osage orange; 13, *larix Europea*, European larch; 14, *Nyssa multiflora*, sour gum; 15, *cornus Florida*, dogwood; *Rhus cotinus*, Venitian sumach.

SECTION G—*Oaks, Walnuts, etc.*—1, *Negundo acerifolia*, ash-leaved maple; 2, *Quercus phellos*, willow-leaved oak; 3, *Quercus palustris*, pin oak; 4, *Quercus cerris*, turkey oak; 5, *Quercus alba*, white oak; 6, *Quercus bicolor*, swamp white oak; 7, *Quercus macrocarpa*, overcup oak; 8, *Quercus rubra*, red oak; 9, *Quercus coccinea*, scarlet oak; 10, *Quercus robur*, British oak; 11, *Quercus prinus*, chestnut oak; 12, *Quercus obtusiloba*, post oak; 13, *Quercus lyrata*, water white oak; 14, *Quercus aquatica*, water oak; 15, *cercis canadensis*, Judas tree; 16, *Kœlreuteria paniculata*; 17, *maclura aurantiaca*, Osage orange; 18, *Liquidambar styraciflua*, sweet gum; 19, *Ulmus fulva*, slippery elm; 20, *Liriodendron tulipifera*, tulip tree; 21, *Ulmus Americana*, American elm; 22, *Ulmus campestris*, English elm; 23, *Ulmus glabra*, smooth-leaved elm; 24, weeping elm; 25, *Ulmus campestris latifolia*, broad-leaved elm; 26, *Ulmus campestris montana*; 27, *Acer saccharinum*, sugar maple; 28, *Acer platanoides*, Norway maple; 29, *Juglans nigra*, black walnut; 30, *Juglans cinerea*, white, or butter-nut; 31, *Acer rubra*, red maple; 32, *Juglans regia*, English walnut.

SECTIONS H, H.—1, *Abies excelsa*, Norway fir; 2, *pinus sylvestris*, Scotch fir; 3, *picea pectinata*, European silver fir; 4, *Abies morinda*; 5, *Pinus excelsa*; 6, *Pinus ponderosa*; 7, *Pinus maritima*; 8, *Pinus pumilo*; 9, hemlock spruce, *Abies canadensis*; 10, *Pinus Austriaca*, Austrian pine.

SECTION I.—1, *Washingtonia Gigantea*; 2, *Picea Cephalonica*; 3,

Picea Pindron; 4, *Picea pinsappe*; 5, Siberian *Arbor vitæ*; 6, *Pinus Cembra*; 7, *picea pichta*; 8, *Pinus excelsa*; 9, *Pinus pumilis*; 10, *picea clanbrasiliانا*; 11, *Thuja wareana*; 12, *cupressus pendula*.

The whole of this section to be kept in cultivated ground, and the spaces between the trees filled with *Mahonia aquifolia*, in small groups.

SECTION K.—1, *Acer pseudo platanus*, sycamore maple; 2, deciduous cypress; 3, European larch; 4, *Pinus cembra*; 5, *Tilia Europea*, European linden; 6, *Platanus Occidentalis*, buttonwood; 7, *Platanus Orientalis*; 8, *Tilia Americana*, American linden; 9, *castanea Americana*, chestnut; 10, *Pinus strobus*, white pine; 11, *picea pectinata*; 12, *Pinus Austriaca*; 13, Hemlock spruce; 14, *Picea Balsamea*, balsam fir; 15, deciduous cypress; 16, *pinus pinea*; 17, *Fraxinus excelsior*, English Ash; 18, *Abies Douglasii*, Douglas spruce fir; 19, *Pinus pinaster*; 20, *Pinus mitis*; 21, *Pinus Austriaca*; 22, Scotch Fir, *Pinus sylvestris*; 23, *picea pectinata*; 24, Honey Locust; 25, red-twiggèd linden; 26, silver maple; 27, Kentucky coffee tree.

SECTION L—*Hickories, etc.*—1, Sweet Gum; 2, *Carya porcina*, pignut hickory; 3, *Carya tormentosa*, mocker nut; 4, *Carya alba*, shell-bark; 5, *Carya olivæformis*, pecan nut; 6, *Diospyros Virginiana*, persimmon; 7, White Ash; 8, Red Ash; 9, Norway Spruce Fir; 10, Balsam Fir; 11, White Pine; 12, Hemlock Spruce Fir; 13, European Larch, *Larix Europea*.

SECTION M—*Poplars, Willows, etc.*—1, *Populus dilatata*, Lombardy poplar; 2, *Populus angulata*, cottonwood; 3, *Populus grandidentata*; 4, *Populus candicans*; 5, *Populus alba*, Abele tree; 6, *Populus balsamifera*; 7, *Liriodendron tulipifera*, Tulip tree; 8, *Populus tremulus*; 9, *Populus Græca*, Athenian poplar; 10, *Maclura aurantiaca*, Osage orange; 11, Black Walnut; 12, Kentucky coffee tree; 13, Slippery Elm; 14, Sugar Maple; 15, Weeping Willow; 16, *Salix acuminata*, large-leaved Willow; 17, *Salix alba*, white Willow; 18, *Salix Caprea*, goat Willow; 19, ringlet-leaved Willow; 20, *Salix nigra*, black Willow; 21, *Salix pentantra*, shining Willow; 22, *Salix Russelliana*, Bedford Willow; 23, *Salix argentea*; 24, *Salix viminalis*; 25, Honey Locust; 26, white Oak; 27, willow-leaved Oak; 28, English Oak; 29, pin Oak; 30, red Oak; 31, European Buttonwood; 32, American Beech; 33, red or swamp Maple; 34, Sour Gum, *Nyssa aquatica*; 35, Catalpa; 36, *Ailanthus glandulosa*; 37, American Elm; 38, American Linden; 39, Judas tree; 40, Sweet Gum; 41, swamp Magnolia; 42, *Salix Forsteriana*; 43, *Salix rotundata*; 44, yellow-barked, golden.

SECTION N.—1, *Negundo aceroides*; 2, sugar Maple; 3, Norway Spruce Fir; 4, silver Maple; 5, English horse Chestnut; 6, white Pine; 7, European Larch.

SECTION O.—1, silver Maple; 2, English horse Chestnut; 3, *Æsculus flava*, yellow Buckeye; 4, tulip Poplar; 5, Ohio Buckeye, *Æsculus glabra*; 6, *picea pectinata*; 7, *Pinus nobilis*; 8, Austrian Pine; 9, Hemlock Spruce; 10, Norway Fir; 11, Scotch Fir; 12, *Paulownia Imperialis*.

SECTION P.—1, silver Maple; 2, sugar Maple; 3, *Salisburia adiantifolia*; 4, purple Beech; 5, tulip Poplar; 6, *Magnolia acuminata*; 7, *Magnolia macrophylla*; 8, *Magnolia tripetala*; 9, deciduous Cypress; 10, Norway Spruce Fir; 11, Austrian Pine; 12, balsam Fir; 13, hemlock Spruce.

SECTION R.—1, silver Maple; 2, *Populus angulata*; 3, *Magnolia macrophylla*; 4, *Magnolia tripetala*; 5, Norway Spruce Fir; 6, balsam Fir; 7, hemlock Spruce; 8, deciduous Cypress; 9, *Acer campestre*, English Maple; 10, Kentucky Coffee; 11, *Paulownia Imperialis*.

SECTION S.—1, sugar Maple; 2, silver Maple; 3, *Paulownia Imperialis*; 4, *Magnolia macrophylla*; 5, *Kœlreuteria paniculatum*; 6, *Halesia tetraptera* snowdrop tree or silver bell; 7, white Pine; 8, hemlock Spruce; 9, silver Fir, *Picea pectinata*; 10, Austrian Pine, *Pinus Austriaca*; 11, Norway Maple; 12, Judas tree.

SECTION T.—1, sugar Maple; 2, silver Maple; 3, European horse Chestnut; 4, Norway Maple; 5, Scotch Fir; 6, *Pinus maritima*; 7, *Pinus ponderosa*; 8, white Pine; 9, European Larch; 10, Sugar.

SECTION V.—All hemlock Spruce.

SECTION W.—1 and 2, Silver Maple; the row of trees on the north line, White Pine; the rows on either side to the line, Norway Spruce Fir; the deciduous trees represented by rounded tops to be planted with Judas tree, Dogwood, *Halesias*, *Rhus Cotinus*, Virginia Fringe, and such medium-growing trees; and all evergreens either hemlock Spruce or Norway Fir.

SECTION X.—1, *Washingtonia Gigantea*; 2, English Yew; 3, *Taxus aurea*; 4, *Taxus pendula*; 5, *Thuja plicata*; 6, *Picea nobilis*; 7, *Picea pichta*; 8, *Cunninghamia sinensis*. This Section is to be kept same as Section I.

SECTION Y.—Row of trees next the line, Norway spruce Fir. 1, *Pinus ponderosa*; 2, *Pinus excelsa*; 3, *Abies Douglasii*; 4, *Abies Menziesii*; 5, English Yew; 6, Balsam Fir; 7, white Pine; 8, *Picea pectinata*; 9, *Abies morinda*; 10, *Thuja occidentalis*; 11, *Pinus sylvestris*; 12, *Pinus Austriaca*; 13, European Larch; 14, deciduous Cypress; 15, white Pine; 16, English Ash.

SECTION Z.—Row of trees next the line, Norway Spruce. 1, Norway Maple; 2, European Alder; 3, European Larch; 4, *Pinus Austriaca*; 5, silver Fir; 6, deciduous Cypress; 7, balsam Fir; 8, sugar Maple; 9, English Ash; 10, American Linden; 11, ash-leaved Maple; 12, white Pine.

No. 1.—Spaces for wood-houses and other offices. These may be enlarged to any size, surrounded by an arbor vitæ hedge, and planted thickly round with trees.

No. 2.—Flower Garden. For hardy herbaceous plants chiefly, more particularly American species.

No. 3.—Place for summer-house.

No. 4.—Vases may be set in these niches, and in the center a sundial or basin of water, if it can be supplied.

LIST OF LARGE-SIZED SHRUBS, ETC, *for planting toward the center of clumps and round Flower Garden.*—Judas tree, Amelanchier botryapium, Cornus Florida, Eunonymus of var., Halesias, Ptelea trifoliata, Rhus Cotinus, Viburnum prunifolia, Laburnums, English Maple, Mimosa Julibrisson, Purple Beech, Kœlreuteria paniculatum, Anona triloba, Aralia spinosa, Gordonia pubescens, Paliurus aculeatus, Rhamnus Caroliniensis, Shepherdia argentea, Chionanthus Virginicus, Magnolia glauca, Carpinus Americana, Sassafras in groups.

ILLINOIS NATURAL HISTORY SOCIETY.

PRESIDENT HOVEY: At your request, a Report of the Illinois Natural History Society, with an account of its origin, progress and condition, is respectfully submitted.

C. D. WILBER,

General Agent Illinois Natural History Society.

The Illinois Natural History Society was organized in June, A. D. 1858, for the purpose of conducting a thorough scientific survey of our State, in order to afford new sources of valuable knowledge to our citizens.

The call for a Convention to organize the Society was responded to by men who have long been devoted to the Agricultural and Educational interests of Illinois, and who had often urged this enterprise as the only means of developing our resources in the various departments of Natural History.

It is the aim of the Society to carry on this work within our borders until it is completed, and to establish a Museum of Natural History at the State Normal University, comprising every species of plants, birds, shells, fishes, insects, quadrupeds, minerals and fossils, found in Illinois, together with such collections from various parts of the world as will assist our youth in gaining a knowledge of the general studies of Nature.

We have over fifty species of quadrupeds, three hundred of birds, one hundred of reptiles, nearly two hundred of fishes, and thousands of insects, mollusks, etc. It is the purpose of the Society, as soon as its condition will permit, to publish reports containing descriptions of the various orders of Animal and Vegetable life—or, a complete Fauna and Flora of Illinois—a copy of which should be within the reach of every parent, teacher and pupil in our State.

“Accurate information respecting these subjects would be of great

interest to the community generally, especially in reference to certain species bearing an intimate relationship, injurious or beneficial, to the operations of the farmer. Very great damage often results to the agricultural interests from the depredations of many quadrupeds and insects, while, again, other species claim attention from their usefulness in keeping in check these obnoxious animals. Instances of the former may be found in the gopher, meadow-mouse, army-worm, wheat and Hessian flies, chinch-bug, and numerous other less-known but almost equally-destructive species; and of the latter in very many quadrupeds, birds, reptiles, carnivorous insects, etc., though the usefulness of these is comparatively little understood or appreciated."

Since the day of our organization, the work has been carried on in various parts of the State by local surveyors and collectors. Illinois has already a host of scientific men, who are competent to take charge of this great work, and it is our intention to employ our home talent and energy as far as they can be made available; thus, not only greatly reducing expenses, but encouraging our citizens, and inviting them to a new domain of mental industry, at once profitable and delightful. In the northern part of the State, Dr. Geo. Vasey, of McHenry county, has made extensive collections of plants, especially the prairie grasses, of which 1,000 specimens, with names, etc., are already in the Museum of the Society.

Mr. E. S. Bond, of Henry county, is engaged on the birds of Western Illinois. Dr. Frederick Brendel, of Peoria, is investigating the plants along the shores of the Illinois river. Robert Kennicott, well known by his labors as a naturalist, is giving us valuable assistance in making general collections, effecting exchanges, furnishing directions, etc.

In Southern Illinois, Cyrus Thomas is engaged in collecting and describing the plants, insects and reptiles south of the Ohio and Mississippi Railroad. Mr. Samuel Bartley, of Jackson county; Mr. Bebb, of Marion county; Judge Snyder, of Belleville; Dr. E. R. Roe, of McLean; Dr. Mead, of Hancock; Prof. Sheldon, R. G. Oakes, of Kane; Dr. S. S. Condon, of Union; also the State Geologists, Messrs. Worthen and McChesney; the corps of Railroad Engineers, and many others whose services will be acknowledged in our Annual Report, are doing much to assist the work undertaken by the Natural History Society.

Arrangements are also being made with persons connected with the Geological Surveys of Iowa, Missouri, Wisconsin and Michigan, enabling us soon to present a complete collection of the animals, plants, minerals and fossils of the Northwest.

Foreign Collections will be of great service in enabling us to classify, arrange and understand our own species; and with this in view we have received and are constantly receiving additions, not only from various parts of the United States, but also from Europe, West Indies, Sandwich Islands, Australia, etc., etc.

A Library of Natural History has been commenced, containing 500 volumes, among which are 'Audubon's Birds of America,' 'Audubon's Quadrupeds of America,' Agassiz's works, Humboldt's works, 'Cuvier's Animal Kingdom,' Encyclopedia Britannica, the works of Owen, Say,

Kirby and Spence, Westwood, Carpenter, Gray, Emmons, Hall, Hitchcock, Miller, etc. etc. We have also a large number of miscellaneous works, and, with the additions which are constantly being made by the friends of the Society and a generous public, we have sure prospects of a scientific library second to none in the West.

By establishing the Museum of the Natural History Society at the State Normal University, it becomes directly available for the purposes of instruction. And since the students in attendance are from all parts of the State, they will each have an opportunity of studying the Natural History, not only of his own, but all other sections of Illinois. The scientific survey now in vigorous operation may, therefore, be regarded as a direct auxiliary to the educational and agricultural interests of the Prairie State.

As to the relative value of the Study of Nature, it may be proper to add a few suggestions. If study is to be commended for the discipline it gives to the mind, then the study of Natural History or Natural Science, as it leads the mind to the contemplation of the law, order and harmony of the Universe, must, necessarily, induce in the student a like order and harmony of thought and action; and this is the best discipline possible. Or, if a course of study is chiefly valuable because it will result in the accumulation of valuable information, such as may be applied constantly in all the relations of life, he who learns the facts concerning the material world, its governing laws and wonderful adaptations, may be a practical philosopher as well as farmer or tradesman, not only to his own advantage, but also greatly to advance the interests of his neighborhood.

The Natural History Society also provides for auxiliary Societies in the several counties of the State, with a view to facilitate exchanges, furnish directions, distribute surplus specimens, and, by a division of labor, to complete the great work within a few years.

In this noble enterprise we ask the earnest co-operation of every friend of science and humanity, to aid us in making collections and recording such facts as relate to any of the departments of Natural History.

The State of Illinois is rich beyond description in the treasures of animate and inanimate nature. The great distance between our northern and southern limits affords a large number of species of plants, trees and animals. Bounded and intersected by large rivers, our Geology and Zoology are easily determined. The marble under-floor of the Prairie State is as thickly inlaid with the marvelous medals of creation as is the floor of heaven with 'patins of bright gold.'

We have thus begun a work requiring patient labor, in earnest study and careful research before we can say it is finished, when the name of our glorious Illinois will stand 'full high advanced' in educational privileges of every practical order, and foremost in the rank of States.

OFFICIAL INTERPRETATIONS OF THE SCHOOL LAW.

BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

QUESTION 1. Is a district entitled to draw public money to keep open its School for a longer period than six months in each year?

ANSWER. It is. The law fixes no limit to the number of months a district may have a School. It only says that each district *must* keep six months, and leaves it optional with the Directors to continue the School a longer period or not, as they see fit. If they do continue it, they are entitled to draw their *pro rata* share of public money upon their teacher's schedule for the whole length of time the School is taught.

Q. 2. What are the Trustees to do with the balance left in their hands after paying off all the schedules in their township? Can they loan it?

A. The careful attention of those interested is invited to the following extract from section 34 of the act of 1857:

At each of their half-yearly meetings, on the first Monday of April and October, the Trustees of Schools shall proceed to ascertain the amount of State, County and Township Funds liable to distribution, to wit: the funds arising from the two mill tax, the interest actually on hand from the State and County School Fund, and such of the interest, rents, issues and profits arising from the township lands and funds as have accrued and become due since the last regular half-yearly meeting, except the two per cent. and the three per cent. which the School Commissioner is allowed to retain. The said Trustees shall immediately thereupon proceed to distribute the aggregate amount of State, County and Township Funds thus ascertained to be liable to distribution, as follows: First, to the township treasurer the two per cent. allowed him; second, for the payment of the books of the township treasurer, if anything be due for that purpose; third, for the payment of any reasonable charges for dividing Common School land, and making plats, etc., as provided for in this act; fourth, the balance, after deducting such an amount as a majority of the Directors in a township may, by petition at the October term, request to be set apart for the support of Schools in the summer, they shall apportion on the several schedules certified and returned from each School in the township, according to law, in proportion to the number of days certified on such schedules, respectively, to have been taught since the last regular return-day fixed by the act of the Trustees for the return of the schedules; and the township treasurer shall, as soon as practicable, pay out the money so apportioned to the several persons to whom it shall be distributed; and shall hold the balance, if any, apportioned on the schedules, subject to the order of the Directors of the proper district, to be applied by them to the payment of teachers in their respective districts.

It will be seen that the Trustees, at each of their meetings for distributing money upon the schedules which may be presented according to law, are required to distribute *all* of the money on hand, excepting in October, when they are required to set apart such an amount as a majority of the Directors in the township may request for the support of the Summer Schools. There can then be no balance left in the hands of the Trustees, excepting the amount deducted for the support of the Summer Schools, which the law makes no provision for loaning. All the rest of the money must be distributed upon the schedules presented. If the amount so distributed to any schedule over-pays the same, the balance is to remain in the hands of the township treasurer, subject to the order of the Board of Directors of the district to which said funds belong, and is to be paid out on their order, either for the payment of teachers or for the purchase of libraries or apparatus for the district. The Trustees have nothing more to do with the money.

Q. 3. Does the six-months rule apply to newly organized districts?

A. It does not. The rule only applies to districts which were organized previous to the first Monday in October, 1856.

Q. 4. Is an examiner, appointed by the County Commissioner to examine teachers, a School Officer within the meaning of the law, and hence exempt from working on the road, sitting on juries, etc.?

A. He is not. Only those elected to office by the people come within the statute.

Q. 5. Is a Board of Directors liable for damages for a failure to levy a tax as prescribed in section 44?

A. They are liable in the sum of twenty-five dollars for every such neglect. See section 76.

Q. 6. Where scholars attending school come from two or more districts, who certifies to the teachers' schedules—the Directors of each of the districts from which the scholars come, or the Directors of the district in which the house is located?

A. The Directors of the district in which the School is taught certify to all the schedules. They, alone, are supposed to know that the schedules are correct.

Q. 7. In cases of default in the payment of either principal or interest due upon School moneys loaned, is the 12 per cent. authorized by section 61 to be charged as damages, in addition to the regular 10 per cent. interest, or simply as so much interest?

A. The Supreme Court, in the case of Trustees of Schools *vs.* William Bibb, (*Illinois Reports*, vol. xiv, p. 371), decided that 12 per cent. only was to be charged upon the defaulted interest when due and unpaid; and also upon principal when due and payable. The court says:

Two classes of cases are embraced by this act; one, where interest is due and unpaid; the other, where principal is due and payable. In the former case, the amount of unpaid interest bears interest at the rate of 12 per cent. per annum; and it may be sued for and recovered in a separate action. In the latter case, the principal debt bears interest at the rate of 12 per cent. per annum from the time it falls due. The provisions of this act do not apply to the principal when the debtor is in no default respecting it. It is only when the principal is due and payable that the rate of interest upon it is increased. This, we are satisfied, was the real intention of the Legislature, although it must be admitted that the intention is not as clearly expressed as in the act of 1835. A different construction would render the law highly penal in its character. If 12 per cent. interest was to be charged upon the principal on every failure to make a payment of interest, it would operate very severely upon the debtor. Loans are made for five years, and the penalty for failing to pay a few installments of interest might exceed the principal debt. Such a construction ought not to be put upon the law, unless it manifestly appears that it was the design of the Legislature.

Q. 8. Is it necessary to have the judges of election of Directors sworn?

A. The law does not require it.

Q. 9. In the election of Directors must the polls be opened in the morning and kept open all day, or may an election take place in the afternoon or evening?

A. An election may be held in the afternoon or evening; but the notice of election, in such event, must state the time of opening and closing the polls, and ample time must be given for all to vote.

Q. 10. What per cent. are township collectors allowed for collecting School moneys?

A. They are allowed 2 per cent.

Q. 11. Can a Director be legally employed by the two remaining Directors as a teacher?

A. He can be.

Q. 12. In case School Directors fail or refuse to levy a tax for keeping up Schools, and refuse to give notice for an election for Directors according to law, what remedy, if any, have the people of the district?

A. Section 76 of the act of 1857 prescribes the following remedy:

• • • and if any School Commissioner, Director or Trustee, or either of them, or other officer whose duty it is, shall negligently or willfully fail or refuse to make, furnish or communicate the statistics and information, or shall fail to discharge the duties enjoined upon them, or either of them, at the time and in the manner required by the provisions of this act, such delinquent or party offending shall be liable to a fine of twenty-five dollars, to be recovered before any justice of the peace, or information, in the name of the people of the State of Illinois, and when collected shall be paid to the School Commissioner of the proper county for the use of Schools.

It will be seen that any Board of School Directors, failing or refusing to perform any of the duties enjoined upon them by the law, is subject to a fine of twenty-five dollars for every such failure or refusal.

Q. 13. In unorganized townships the Trustees are *ex officio* Directors. Can they resign the office of Trustees and still serve as Directors?

A. They cannot. They were only *ex officio* Directors, by virtue of their being Trustees. When they resigned the office of Trustee they can no longer exercise the functions of Directors, which they only did by virtue of their being Trustees. In other words, when they cease to be Trustees they cease to be Directors.

Q. 14. Section 45 of the act of 1857 reads as follows :

According to the rate or rates certified as aforesaid, the said county clerk, when making out the tax-books for the collector, should compute each taxable person's tax in said district, taking as a basis the total amount of taxable property returned by the county assessor for that year, lying and being in said district, whether belonging to residents or non-residents, and also each and every tract of land assessed by the assessor which lies, or the largest part of which lies, in said district. What is meant by 'each and every tract of land'?

A. Every section of land is divided into tracts of forty acres each. If A has a farm of 320 acres, it is composed of eight forty-acre tracts. If seven of these forty-acre tracts lie in District No. 1 and two-thirds of the eighth forty-acre tract lies in District No. 2, the seven forty-acre tracts would be assessed in District No. 1 and the eighth forty-acre tract in District No. 2. The term 'tract' has reference to the Congressional subdivisions, and not to A's farm as a whole. Again: In the case supposed, five forty-acre tracts might lie wholly in District No. 1 and the remaining three forty-acre tracts in District No. 2; in which case the five tracts would be assessed in District No. 1 and the three tracts in District No. 2, and not the whole farm (as one tract) in District No. 1 because the largest portion of it (the farm) lies in District No. 1.

Q. 15. Are county treasurers entitled to any commissions upon School moneys paid into their hands by township collectors, and again paid by them to township treasurers?

A. They are not. Section 45 of the act of 1857 contains the following clause:

* * * * * the said county collector shall pay to said township treasurer the full amount of said tax, so certified by the county clerk, retaining from said amount only two per centum, as his fees for collection.

Again, section 72 reads as follows.

And, provided, also, That county treasurers shall not be entitled to any commissions upon School taxes collected and paid over to them by county or township collectors.

The inconsistency in the two extracts is attributable to the fact that the Legislature inserted the latter clause in the new bill, and failed to strike out the former one in the old law. The latter clause is adopted by this department as its rule of construction.

Q. 16. Can School Directors locate a School house without first submitting the question of a site to a vote of the people?

A. They cannot. A vote of the people must always be taken; but if a majority of those voting fail to agree upon a site, then the Directors may select a site and build a house which does not cost over one thousand dollars. If the house is to cost over that sum, another vote of the people may be taken upon the question of a site, and if a majority then fail to agree upon a site, another vote may be taken; and so on, until a majority of those voting at an election agree upon a site. If they fail finally to so agree, the directors have no power to locate a house which is to cost over one thousand dollars.

Q. 17. If the officers in a portion of the townships in a county fail to make an annual enumeration of the white children under twenty-one years of age in their respective townships, how shall the County Commissioner apportion the School funds among the several townships?

A. Adopt the census of those townships whose officers have complied with the law and made a return, and take the last enumeration of those townships from which no returns were received last fall, as the basis of distribution. The townships whose officers comply with the law are entitled to the full benefits of their increased population.

Q. 18. Can scholars from one district attend School in another district without the consent of the Directors of both districts?

A. The law of 1849 required the written consent of the Directors of the district to which the scholar went to School to enable him to enter the School; and to avail himself of the benefits of

the public money, he must have had the written consent of the Directors of the districts from and to which he went. The law of 1851, repealing the law of 1849, reads as follows:

That so much of section 69 of the act aforesaid as requires the written consent of the district Directors to authorize children to be sent from one School district into another to attend School, be and the same is hereby repealed, and hereafter children may be sent from one district to another as contemplated by said section, unless a majority of the Directors of one of the districts interested shall object, in writing, by them signed, to the teacher to whom such children are sent or proposed to be sent; in which case such teacher shall forthwith notify the parents or guardians of such objection, and discharge or refuse to receive such children.

The above law is still in force, and governs all such cases as come under the interrogatory. It will be seen that *no consent* is necessary to enable a scholar to attend School in another district, and if objection is made, that objection must be made *in writing*, signed by two of the Directors of either of the districts interested. And unless such objection is made to the teacher, he should keep a separate schedule of such scholars, present the same to the Directors of the district in which the School house is situated, have them certify to the correctness of the same, and then if the scholar came from another township, either the teacher or the Directors above mentioned should send such schedule to the township treasurer of the township from which such scholar came at least two days before the regular semi-annual meeting of the Trustees, so that it may be included among the schedules upon which the public money is to be distributed. Any Board of Trustees failing or refusing to distribute the public money upon such schedule thus returned according to law, becomes *personally liable* for the amount which should have been apportioned upon such schedule.

Q. 19. Can school districts be altered or changed by the township trustees at any other time than at the regular semi-annual meetings of the trustees, on the first Mondays of April and October?

A. They cannot. A new township may be laid off into school districts at any meeting of the trustees; but when once mapped out, the districts can only be changed at a regular semi-annual meeting of the Board.

Q. 20. Can Trustees alter or change School Districts without consulting the "wishes and convenience" of a majority of the inhabitants of the Districts so altered or changed?

A. They cannot. The "wishes and convenience" of the inhabitants of the districts to be altered must be made known to the Trustees, either by a petition signed by a majority of the legal voters of the districts proposed to be altered or changed, or by a vote of the inhabitants of such districts.

Q. 21. Can School Directors be elected at any other time in the year than upon the first Monday of October, the time designated in the law for the election of Directors?

A. They cannot be, except a vacancy occurs in the Board, when the remaining Director or Directors should give five days' notice for an election to fill such vacancy. If, through any cause, no election for Directors is held upon the first Monday of October, the old Directors hold over another year.

Q. 22. How many days constitute a school month? In other words, if a teacher engages to teach a school six months, how many days must he teach?

A. He must teach in this State all the days there are in any month or six months, excepting the Saturdays and Sundays. The private schools of this country are conducted upon the lunar month principle, but the public schools of the other States are, and they should in this State be, kept open a full calendar month. Some of the lower courts in the State, where the question has been tried, have so decided.

Q. 23. Should the public money be distributed upon schedules by the Trustees in proportion to the number of days taught, or in proportion to the grand total attendance certified to upon each schedule?

A. In proportion to the grand total attendance certified to upon each schedule: The clause of section 34, of act of 1857, relating to this subject, reads as follows:

* * * * fourth, the balance, after deducting such an amount as a majority of the Directors in the township may, by petition, at the October term, request to be set apart for the support of Schools in the summer, they shall apportion on the several schedules certified and

returned from each School in the township, according to law, in proportion to the number of days certified on such schedules, respectively, to have been taught since the last regular return day fixed by the act or Trustees for the return of schedules.

The following is section 53 of the same act :

§ 53. Teachers shall make schedules of the names of all scholars under twenty-one years of age attending their schools, in the form prescribed by this act; and when scholars reside in two or more districts, townships, or counties, separate schedules shall be kept for each district, township, or county, and the absence or presence of every scholar shall be set down under the proper date, and opposite the name, on every day that school is open, and the absence of a scholar shall be signified by a blank—the presence by a mark. The schedule to be made and returned by the teacher shall be, as near as circumstances will permit, in the following form, viz :

SCHEDULE of a Common School kept by A B, at ———, in District No. —, in Township No. —, range No. —, of the — principal meridian, in the county of ———, in the State of Illinois.

Names of scholars attending my school, and residing in district number —, in township — north, range — west, in — county.	1865																					Total No. days of each scholar.
	Monday, January 16	Tuesday, " 16	Wednesday, " 17	Thursday, " 18	Friday, " 19	Monday, " 23	Tuesday, " 23	Wednesday, " 24	Thursday, " 25	Friday, " 26	Monday, " 29	Tuesday, " 30	Wednesday, " 31	Thursday, February 1	Friday, " 2	Monday, " 5	Tuesday, " 6	Wednesday, " 7	Thursday, " 8	Friday, " 9		
John Smith - - - - -		1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	
Isaac Mesher - - - - -			1			1	1	1	1	1	1	1		1		1	1	1	1	1	11	
Sarah Danforth - - - - -	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	
Mary Newman - - - - -	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	
Grand total number of days - - - - -																						64

And said teacher shall add up and set down the whole number of days' attendance of each scholar, and add up said whole numbers, and make out the grand total number of days' attendance, as in the form above prescribed, and shall attach thereto his certificate, which shall be in the following form, viz :

I certify that the foregoing schedule of scholars attending my School, as therein named, and residing as specified in said schedule, to the best of my knowledge and belief, is correct; and that it was a School for the purpose of teaching various branches of an English education.

A. B., Teacher.

It will be seen that the above section specifically directs that the presence or absence of every scholar shall be marked each day, and that the same shall be carefully added up at the close of the school, and the grand total attendance be shown upon the schedule; but it does not require that the days taught shall be added up and shown upon the schedule, nor does the form of the schedule make provision for showing how many days the School has been taught. While, therefore, it must be admitted that the language of section 34, if literally construed by itself, without any reference to section 53, would clearly demand that the public funds must be apportioned according to the days taught, (for by no grammatical or logical interpretation can "days taught" be made to mean "days' attendance,") the form of the schedule in section 53, together with the accompanying language, it is thought, clearly shows that the intention of the law is to distribute upon the grand total days' attendance, and not upon the days taught. Such was the interpretation given by my predecessors, the Hon. David L. Gregg and N. W. Edwards—the latter of whom, at least, it must be presumed, knew what the intention of the law was.

Q. 24. If A, residing in District No. 1, sends his children to school in District No. 2, is he liable for any portion of any deficiency due upon the teacher's schedule after the public money has been expended, or must District No. 2, in which the School is kept, pay all such deficiency?

A. District No. 2 must pay the deficiency.

Q. 25. Can an unnaturalized person be elected Trustee or Director, or appointed Township Treasurer?

A. They can not be. The School Law is silent upon the subject, but the seventh section of the sixth article of the Constitution of this State reads as follows:

No person shall be elected or appointed to any office in this State, civil or military, who is not a citizen of the United States, and who shall not have resided in this State one year next before the election or appointment.

Q. 26. Can School Directors borrow money to pay teachers in part, or in full, and then levy a tax to pay the borrowed money?

A. They cannot. The law makes no provision for borrowing money to pay teachers. The Directors may borrow money as individuals, but not as Directors, to pay teachers' wages.

Q. 27. When scholars living in one district attend school in another, and the public money drawn by the teacher's schedules fails to pay it up, do the different districts from which the scholars came jointly pay the balance, by special tax or otherwise, or how is such deficiency to be paid?

A. The district in which the School was taught must pay the whole of such deficiency.

Q. 28. Is the School Commissioner entitled to two per cent. upon the purchase price of School Land sold, when the money is not actually paid in and loaned out to another person?

A. He is entitled to two per cent., whether the money is loaned to the purchaser of the land, or actually paid in and loaned to another person.

Q. 29. Suppose the purchaser of School Land pays the full price of the land to the Commissioner in cash: should the Commissioner loan the money out, or pay it to the Township Treasurer of the township in which the land was sold, and allow him to loan it?

A. The money should be paid to the Township Treasurer.

Q. 30. Who pays the expenses of advertising the sale of School Lands?

A. The School Commissioner should pay such expense out of his three per cent. commissions.

Q. 31. Can Trustees adjourn their regular meetings from day to day, or to a future day, and transact any business which could have been transacted on the day of the regular semi-annual meeting?

A. They may transact any business at an adjourned or called meeting of the Board, which the law does not specify shall be done at the regular meeting. The altering or changing of School Districts should be done at the regular semi-annual meetings of the Trustees, and can be done at no other time.

Q. 32. Can the present Board of Directors employ a teacher for a whole year, and would such a contract be binding on their successors elected next fall?

A. They can employ a teacher for a year, and their successors in office, to be elected next fall, would be bound to fulfill such a contract in good faith.

Q. 33. If Directors receive scholars from unorganized districts in adjoining townships, are such scholars entitled to draw public funds from the township in which they reside?

A. They are.

Q. 34. Is the money to be set apart for the support of Summer Schools, as provided for in section 84, to be expended in paying schedules of Schools kept the past summer, or the summer to come?

A. In paying for Schools to be kept the next summer.

Q. 35. How can a person living in an unorganized district send his children to school, when the Directors of adjoining districts refuse to receive them, when the person referred to is the only resident of the district, and hence cannot organize?

A. He cannot send them at all if the Directors of adjoining districts refuse to receive them.

Q. 36. Are County Collectors bound to pay over to Township Treasurers the full amount of the taxes certified by the County Clerk to be due the districts, without reference to delinquent taxes that may occur?

A. They are not. The 45th section of the act of 1857 says:

The said County Clerk shall cause each person's tax so computed to be set upon the tax book, to be delivered to the collector for that year, in a separate column, against each tax payer's name or parcel of taxable property, as it appears in said collector's book, to be collected in the same manner, and at the same time, and by the same persons, as State and county taxes are collected.

Under the Revenue Law, collectors are entitled to certain abatements for delinquent taxes; and

since School taxes are "to be collected in the same manner, and at the same time, as State and county taxes are collected," it is to be presumed that collectors are entitled to the same abatements for delinquents in School taxes that are allowed them under the Revenue Law for collecting State and county taxes.

Q. 37. Are County Clerks entitled to fees for certificates furnished Township Treasurers of the amount of taxes due the districts of their respective townships?

A. They are not. The furnishing of such certificates comes under the head of their general public duties, for which they receive an annual salary from the county.

Q. 38. Can School Directors draw all the funds in the hands of a Township Treasurer belonging to their respective districts, and place the same in the hands of a District Treasurer to be appointed by the Directors.

A. They cannot. The Township Treasurer is the custodian of all district, as well as State and township funds, and such district funds must be left in his hands until they are drawn out to be applied to the various purposes for which they were raised.

Q. 39. Where scholars attend school from two or more districts, should the amount due the teacher be apportioned out to each district in proportion to the number of scholars coming from each of such districts, or should the full amount be set down by the Directors upon each schedule?

A. The full amount due the teacher should be set down upon each schedule by the Directors.

Q. 40. Say District A has two Schools; one is kept five months, and the other four months, during the School year: can the Directors lap the two together, and claim to have had a six months' School?

A. They cannot. Each School must be kept up six months to entitle it to draw public money.

Q. 41. School Districts Nos. 1, 2 and 3 have had three months' school. The grand total days of each is 1,000. The amount certified on schedules by Directors of No. 1 is \$90; No. 2 \$60; No. 3 \$50. The amount of money subject to distribution is \$200; distributive share of each, according to the total number of days, is \$66 66. Consequently No. 1 is not paid by \$23 33; No. 2 is overpaid \$6 66; No. 3 is overpaid \$16 66. Is the above mode of distribution in accordance with section 84 of the School Law?

A. It is.

Q. 42. Scholars from an unorganized district attended school in an organized district; the teacher kept a separate schedule for the scholars so attending from the unorganized district, which schedule has not been paid; the unorganized district is now duly organized, such organization having taken place after the scholars had attended as above in the organized district. The Directors in the newly organized district, and where the scholars reside, propose to levy a tax on their own district to pay the schedule remaining unpaid as above; can they legally levy such tax?

A. They cannot. Scholars going from one district to another to attend school are only bound to take with them the public money which they may draw upon the schedule to be kept of their attendance. When that has been paid to the district to which they go, they are under no farther obligations to such district.

Q. 43. School officers are exempted from all road labor. Suppose the County Court or Board of Supervisors assess A, a School Director, two days' labor on the road, and ten cents on the one hundred dollars of all his property for road purposes, with the privilege of working out his tax at the rate of seventy-five cents a day: is he bound to pay the tax or work it out, or does the School Law exempt him from all road taxes or labor?

A. He must pay the tax or work it out. He is only exempted the two days' labor assessed him in connection with the tax.

Q. 44. How is a private institution, as an Academy or Seminary, to be changed into a High or Union Graded School under the present law?

A. The 35th section of the act of 1857 gives two methods for the establishment and maintenance of Union Schools. The first method is as follows: Let the Directors of all the districts proposing to unite in the establishment of such a School, meet, and set apart from each district such scholars as they wish to have attend such a School. Having done this, if they propose to purchase or build a house, they should proceed to levy a sufficient tax to purchase or build such a house as a majority of said Directors may agree to purchase or build; levying upon each district an amount equal to its proportion of scholars set apart as above to attend the School. If the house is to cost over one thousand dollars, an election of all the legal voters in the Union School District must first be had in favor of building the house, to cost a certain sum to be stated upon

the ballots to be cast at the election—as, for instance, “For a school-house to cost five thousand dollars.” It will be seen that it does not matter whether the Directors propose to purchase a house already built, (as has frequently been done in the State during the past year, when Academies and Seminaries have been turned into High or Union Graded Schools,) or to build a new one, the vote will be the same in either case. The School thus once established, the law says, “the Directors of the district in which the School is kept shall have the control and management of such School; and the Directors of each of such districts shall pay its share of the entire expenses, of every kind, incurred in the establishment and support of such School, to be computed in proportion to the number of pupils residing in each of such districts comprising such School. Separate schedules of scholars coming from different townships, (not districts,) and attending such School, must be kept, and presented at the same time required by law for the return of other schedules.

The second method of establishing and maintaining High or Union Schools is, to let the Directors of all the districts proposing to form such a School meet and elect three persons to be styled “Directors of Union School, in District No. —, in Township No. —”. Such Directors, when elected, have full power to levy taxes upon property of the Union District to purchase or build a house (if the house is to cost over one thousand dollars, it must be submitted to a vote of the people as above,) and to maintain the School. Separate schedules must be kept of scholars coming from different townships, as in the first method. In either case the Directors of such a School may admit scholars from outside the Union District, under such rules and regulations as to tuition, attendance, etc., as they see fit to establish. It will be seen that the difference between the two methods above described consists in the fact that under the first plan the School is established and supported by the joint districts forming such Union District in proportion to the number of scholars attending School from each of such districts; and that the School is under the care of the Directors of the district in which the house is situated. By the last plan the School is established and maintained by a tax upon the property of the Union District without reference to the number of scholars coming from any of the districts joining to make up the Union District, and that the School is under the direction of Directors representing the whole Union District.

Q. 45. Should an assistant teacher have a certificate?

A. If a teacher has charge of a separate department in a School, and keeps a separate schedule, he should have a certificate of qualification, otherwise not.

Q. 46. Districts Nos. 1, 2 and 3 return schedules as follows, to be paid out of State, County and Township Funds: District No. 1, total number of days' attendance one hundred; District No. 2, two hundred days' attendance; District No. 3, three hundred days' attendance. Indebtedness certified on each schedule is forty dollars. Total amount in the treasury to be apportioned upon schedules, one hundred and twenty dollars. How much is each schedule entitled to according to law?

A. District No. 1 is entitled to twenty dollars; District No. 2 is entitled to forty dollars; District No. 3 to sixty dollars.

Q. 47. How is the teacher of District No. 1, in the above case, to get the twenty dollars still due upon his schedule?

A. The Directors of the district in which he taught must pay the twenty dollars due him out of the district tax levied (or which should have been levied) last year to pay all deficiencies due upon teachers' schedules.

Q. 48. What is to be done with the twenty dollars surplus which schedule No. 3, in the above case, draws over and above enough to pay off its teacher's schedule? Does that money go back into the common township fund, to be apportioned upon schedules unpaid or schedules in the future, or does it belong exclusively and absolutely to District No. 3? and if the latter, for what may it be expended?

A. The twenty dollars surplus drawn by District No. 3 belongs exclusively to that district, and should remain in the township treasury subject to the order of the Directors of District No. 3, and may be expended by them in paying any deficiency due upon back schedules, in paying teachers' schedules in the future, in defraying any necessary School expenses, such as fuel, etc., or in purchasing a library or apparatus for the School.

Q. 49. What constitutes 'property' under section 39, and in what manner are Boards of Trustees, in the division of districts, to adjust the same in a just and equitable manner among the several parts?

A. School houses and School house sites, and all other School property belonging to a district at the time of its division, is held to come within the meaning of the term as used in section 39, and as such must be divided among the several parts of the district, when such district is divided, in proportion to the interest of each of such parts of a district so divided in such property at the time of its division. The law makes it the duty of the Trustees to divide such property, but fails to specify the manner in which they shall make the division. The following method is suggested to the Trustees as being both equitable and convenient: Where a district is divided which is the owner of *any kind* of property, let the Trustees determine by estimate what portion of such property is justly due each part of said district, *the taxable property in each of such parts of the district being taken as the basis of such division*; then let the Trustees select some disinterested person as an appraiser of such property, let the Directors of the district owning the property select a second person, and they two a third person, to appraise the *present value* of all the property belonging to the district. When they shall have set a value upon the property, the Trustees can then adjust the amounts due the several parts of the district as above indicated; and the Directors of the district can proceed to levy the amount due the part or parts set off upon the portion of the district in which the house is situated. If the Directors shall fail or refuse to do so, the Trustees may order the whole property sold at auction to the highest bidder, and then divide the proceeds of the sale as above indicated.

Q. 50. Suppose A, living in District No. 1, contributes fifty dollars toward the purchase of a site for and the building of a School house, and then before its completion is set off to District No. 2: does the fifty dollars which he paid go back to him as an individual, or does it go to the district to which he is attached? and if the latter, for what may the district to which he is attached expend such money?

A. It goes to the district to which he is attached, and may be expended for any School purpose.

Q. 51. Suppose District No. 1 is composed of parts of two townships, A and B. Township A has a School Fund of \$2000. Township B has a fund of \$1000. If an equal number of scholars attend the School from the respective portions of the district lying in each township, those attending township A would draw double the amount of public money from the proceeds of the Township Fund belonging to A that those did who attended from township B. How is the matter to be equalized? In levying taxes for the continuance of the School, should the rates be uniform, or should double the amount be levied upon that portion of the district lying in township B to make up for the surplus of public money contributed toward the support of the School by the portion of the district lying in township A?

A. The rate should be uniform. A School District is the smallest division of territory known to the law. It is always to be considered a unit, and the *smallest* unit of calculation in all matters of taxation.

Q. 52. Suppose the School Directors of any district fail or refuse to post notices, as required by section 42 of the School Law, of an election of School Directors, and the people meet and elect Directors, is such an election valid?

A. If conducted according to law in all respects it would be valid. The *law* fixes the time of holding the election, and the requirement of notices by the Directors must be considered only as *directory*.

Q. 53. Supposing a certain township is situated partly in two different counties, and that the treasurer of the township receives \$400 from the Commissioner of one county, and \$200 from the Commissioner of the other county, how is the money thus received to be apportioned upon schedules? Should the funds thus received be merged in one common fund and apportioned upon the schedules of the township the same as if it all lay in the same county, or should the money be kept separately, and each part apportioned upon the schedules coming from the portion of the township to which the respective funds belonged?

A. The funds should be merged and treated as a common fund.

Q. 54. How many hours a day is a teacher required by law to teach?

A. There is no authority conferred upon this department to determine the question. The School Law confers upon the School Directors of each district the power to make such "rules and regulations" as they deem necessary for the well-being of the School. The power to fix the number of hours per day a School shall be kept open is therefore conferred upon School Directors under the head of "rules and regulations." It may, however, be added as a matter of opinion, that no teacher should be required to teach more than six hours a day.

Q. 55. If the voters of a School District agree upon a site and vote to have a tax raised to erect a house on it, and authorize the Directors to let the job in advance of the collection of the tax, and the Directors build the house (or secure its building,) and the district is divided before the tax is raised, are the Trustees to divide the taxes raised?

A. They should not. The Directors of the old district have the control of such funds to comply with their contract, and pay for the building of the house. The Trustees should then divide the property among the new districts.

Q. 56. How is an election of School Officers to be contested?

A. By getting out an injunction restraining those claiming to be elected from acting. The question is thus brought before the court and settled.

Q. 57. A house owned by a church organization is used as a School house. Have the Directors of that School District a right to levy a tax for the repair of the house, for fencing the church lot, or for digging a well on the premises?

A. They have not unless they rent the house for School purposes.

LIST OF SCHOOL COMMISSIONERS IN ILLINOIS.

Name.	Post Office.	County.
Asa W. Blakesley	Quincy	Adams.
Levi L. Lightner.....	Thebes.....	Alexander.
Thomas W. Hynes.....	Greenville.....	Bond.
Wm. H. Wood.....	Belvidere.....	Boone.
A. A. Glenn	Mt. Sterling.....	Brown.
Chas. P. Allen.....	Princeton.....	Bureau.
Josiah Woodward.....	Hardin.....	Calhoun.
James De Wolf.....	Elkhorn Grove.....	Carroll.
John B. Shaw	Beardstown.....	Cass.
T. R. Leal.....	Urbana	Champaign.
Samuel S. Cisna.....	Taylorville	Christian.
Silas S. Whitehead.....	Marshall.....	Clark.
Jas. W. Hortonstine	Tuscaloosa	Clay.
John B. Roper.....	Carlyle.....	Clinton.
Gideon Edwards.....	Charleston.	Coles.
Wm. L. Greenleaf.....	Chicago.....	Cook.
Geo. W. Peck.....	Robinson	Crawford.
Hiram B. Decius.....	Greenup.....	Cumberland.
James Harrington.....	Sycamore.....	De Kalb.
Lawrence Weldon.....	Clinton.....	De Witt.
Charles W. Richmond.....	Naperville	Du Page.
S. P. Read	Paris	Edgar.
Cyrus Rice.....	Albion	Edwards.
J. B. Carpenter	Ewington.....	Effingham.
Salmon Washburn.....	Ramsey.....	Fayette.
John Ward.....	Benton	Franklin.
Wm. H. Haskel.....	Canton	Fulton.
Josiah E. Jackson.....	New Market.....	Gallatin.
Joseph Pierson.....	Carrollton.....	Greene.
George Fisher.....	Morris.....	Grundy.
Lorenzo Rathbone.....	McLeansboro.....	Hamilton.
Asa N. Hawley.....	Carthage.....	Hancock.
John E. Mott.....	Elizabethtown	Hardin.
Jonathan Simpson.....	Oquawka.....	Henderson.
Samuel G. Wright.....	Galva	Henry.
Robert Nelson.....	Middleport	Iroquois.
Phillip Kimmell.....	De Soto.	Jackson.
Winston Mayo.....	Newton	Jasper.
John H. Pace.....	Mt. Vernon.....	Jefferson.
Henry H. Howard.....	Jerseyville.....	Jersey.
Joseph Adams.....	Galena	Jo Daviess.

Name.	Post Office.	County.
Wm. H. Culver	Vienna.....	Johnson.
David Higgins.....	Geneva.....	Kane.
Daniel S. Parker.....	Kankakee City.....	Kankakee.
John K. Le Baron.....	Oswego	Kendall.
P. H. Sanford.....	Knoxville	Knox.
Francis E. Clark.....	Waukegan	Lake.
Wells Wait.....	Ottawa	La Salle.
L. Abernathy.....	Lawrenceville	Lawrence.
James A. Hawley.....	Dixon.	Lee.
James H. Hagerty.....	Pontiac	Livingston.
David D. James.....	Lincoln.....	Logan.
Joseph C. Thompson.....	Macomb.....	McDonough.
Alvin Brown.....	Howard.....	McHenry.
Daniel Wilkins.....	Bloomington	McLean.
William S. Crissey.....	Decatur	Macon.
Lewis Judd.....	Carlinville	Macoupin.
John Weaver.....	Umpgheht.....	Madison.
James M. Harney.....	Salem	Marion.
James Miller.....	Wenona.....	Marshall.
Orlando H. Wright.....	Havana.....	Mason.
Isaac S. Armstrong.....	Metropolis City.....	Massac.
J. H. Pillsberry.. ..	Petersburg	Menard.
Joseph E. Harroun.....	Aledo.....	Mercer.
Matthias T. Horine.....	Waterloo.....	Monroe.
John W. King.....	Irving	Montgomery.
Newton Bateman.....	Jacksonville.....	Morgan.
John Y. Hitt.....	Sullivan.....	Moultrie.
Arnold E. Hurd.....	Mt. Morris	Ogle.
David McCulloch.....	Peoria	Peoria.
Zebedee E. Curlee.....	Tamaroa.....	Perry.
Thomas Mulligan.....	Monticello	Piatt.
Joseph J. Topliff.....	Pittsfield.....	Pike.
Joseph Glass.....	Golconda	Pope.
John W. Rigby.....	Caledonia	Pulaski.
Charles Cross.....	Hennepin.....	Putnam.
Eli Lofton.....	Steeleville.....	Randolph.
John H. Gunn.....	Olney.....	Richland.
Rufus H. Grinnell.....	Rock Island.....	Rock Island.
George Bunsen.....	Belleville.....	St. Clair.
Valentine Rathbone.....	Raleigh.....	Saline.
Francis Springer.....	Springfield	Sangamon.
William Ellis.....	Rushville.....	Schuyler.
William Condit.....	Winchester.....	Scott.
Samuel W. Moulton	Shelbyville.....	Shelby.
Richard C. Dunn.....	Toulon	Stark.
Henry Freeman.....	Freeport.....	Stephenson.
Lemuel Allen.....	Pekin	Tazewell.
Samuel F. Hunsaker.....	Anna.....	Union.
— Palmer.....	Danville.....	Vermilion.
William H. Harmon.....	Mt. Carmel.....	Wabash.
V. G. Harbaugh.....	Monmouth.....	Warren.
William Spurgin.....	Nashville.....	Washington.

Name.	Post Office.	County.
Ethan A. Johnston.....	Fairfield.....	Wayne.
Richard S. Graham.....	Carmi	White.
Michael R. Kelly.....	Lyndon.....	Whiteside.
Benjamin T. Allen.....	Joliet.....	Will.
Joel H. Swindell.....	Marion.....	Williamson.
Hiram H. Waldo.....	Rockford	Winnebago.
J. J. Harvey.....	Panola.....	Woodford.



